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The Catholic School Journal

ANNUAL SCHOOL BOOK AND LIBRARY NUMBERED CATHOLIC DRESS MONTH



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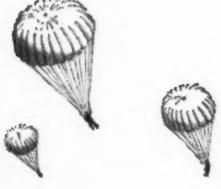
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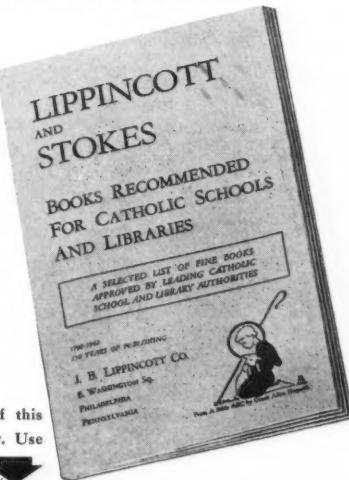
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Volume 43

February, 1943

Number 2

Books, Magazines, and Newspapers

Here is the 1943 School Book and Library number of your JOURNAL. This year we are issuing the special book number during Catholic Press Month. We hope that the many fine articles about books and libraries, and especially the appeal for a Catholic Press Year by Mr. Holubowicz, will help you to foster in your students a permanent interest in Catholic literature and all *good* literature.

The extended list of Recent Books for Classroom and Library, which we have compiled with the cooperation of many publishers, will bring to your attention a number of new books which you will wish to procure for your school and for your faculty library. Note especially the many new books for classes in aviation and other interesting subjects for wartime or peacetime. Now is the time to strengthen the technical section of the high school library — which has been somewhat neglected in past years.

The advertisements are an interesting part of this issue. Many publishers and manufacturers of school supplies and equipment have taken the opportunity of this book number to give you a special message regarding the material essentials of your school.

N.C.E.A. To Meet in Buffalo

The fortieth annual meeting of the National Catholic Educational Association will be held at the Hotel Statler in Buffalo, N. Y., April 27, 28, 29.

Rt. Rev. Msgr. George Johnson, Ph.D., is the secretary general of the N. C. E. A. and Mr. James E. Cummings is director of exhibits. Both of these officials are at 1312 Massachusetts Ave., N.W., Washington, D. C. Rev. Sylvester J. Holber, 2253 Main St., Buffalo, N. Y., diocesan superintendent of schools, is head of the local committee on arrangements.

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February, 1943

February, 1943, calls for more than routine observance of patriotic occasions. In this wartime year, February is a month for rededication to our wartime tasks... remembering our duty to keep the faith with the men who made America.

All over the country, schools are keeping the faith—by their outstanding accomplishments in educational and community activities for wartime service.

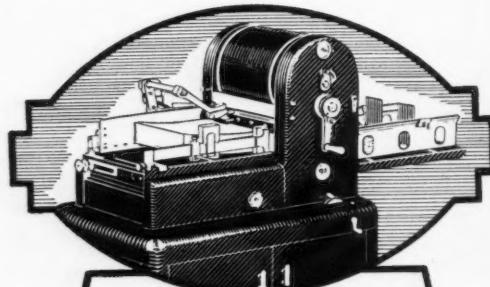
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The CATHOLIC SCHOOL JOURNAL

Vol. 43

FEBRUARY, 1943

No. 2

Books in the Making of Men

Edward A. Fitzpatrick, Ph.D.

IN DISCUSSING books, it might be well to look to literature itself rather than to pedagogical writings written in a jargon called once upon a time "pedaguese," for the point of departure. It may help to take us out of the rut of our often sterile pedagogical terminology. "Books and the Man" is the announced subject of my talk, but, if you do not object, I shall make the title more definite by making it "Books in the Making of Men."

If we look at the machinery, equipment, or paraphernalia of education, it would seem that the great instruments of education are books, and the greatest preoccupation of education or teaching is with books. If the making of men (and of women) is the objective of education, then, surely, books are the principal means.

The Man Without a Soul

To put the problem before you in a striking manner, I go to what must seem to you for the moment at least, a strange choice: Kipling's "Tomlinson." I can even see some of you who know the poem raise your eyebrows, among other expressions of surprise.

For you who may have forgotten the poem, I shall give you a brief outline of it. Tomlinson (you or I) gave up the ghost in Berkeley Square. A spirit gripped him by the hair and, passing through the Milky Way, reached the "gate within the wall where Peter holds the keys." To the question, "What good have ye done to the sons of men?" Tomlinson gives an unsatisfactory answer, and Peter tells him to "get hence to the Lord of Wrong." The spirit again grips Tomlinson by the hair and, passing through the cold interplanetary spaces, reaches hell's gate and greets the light and warmth of hell fire as "his own hearthstone." Tomlinson hastens to enter but he is stopped, for even hell must be deserved, until he answers the question:

"The harm ye did to the sons of men, or ever you come to die?" The answer is again unsatisfactory, and Satan tells him, "Go back to Earth with a lip unsealed — go back with an open eye, And carry my word to the Sons of Men or ever ye come to die: That the sin they do by two and two they must pay for one by one — And . . . the God that you took from a printed book be with you, Tomlinson!"

Our problem appears in the nature of the unsatisfactory answers given to the most important and summarizing questions regarding the service and meaning of life which are asked by Peter and Satan. Now what is the nature of Tomlinson's answer to St. Peter? Tomlinson's desire to have someone answer for him is refused. This is his answer:

This I have read in a book, he said, and that was told me,
And this I have thought that another man thought of a Prince in Muscovy.

* * *

And this they wrote that another man wrote of a carl in Norroway.

And he is told that "none may reach by hired speech of neighbor, priest, and kin" and so he is sent to the Lord of Wrong.

And the same thing happens in answer to Satan's question as to the "harm ye did to the Sons of men," but this time he got it "from a Belgian book on the word of a dead French lord." To Tomlinson's acknowledgment of a deadly sin, the devil asks, "Did ye read of that sin in a book?" said he, and Tomlinson said, "Aye."

The devil has his assistants "winnow him out 'twixt star and star, and sieve his proper worth." This they do and this is the report as they bring back the tattered thing:

The soul that he got from God he has bartered clean away.
We have threshed a stock of print and book, and winnowed a chattering wind

And many a soul wherefrom he stole, but his we cannot find:
We have handled him, we have dandled him, we have seared him to the bone, And sure if tooth and nail show truth he has no soul of his own.

What is the educational significance of Tomlinson? Is it not that education is making Tomlinsons? Is there in all educational writing any more devastating criticism of education? Let us see the nature of the criticism.

Regarding Textbooks

Books can help make men or they can make Tomlinsons. Man loses his soul in the educational process and becomes encumbered or cluttered with print, or as in Tomlinson's case, he has no soul of his own.

Translate this into the more familiar educational terms. Education is merely academic, it is bookish, it is just "words, words, words." It is education by rote. It is memoriter.

If we listen to President Hutchins as we should, the worst form of this merely academic study is the study of textbooks. In our secondary schools, in colleges, and even in graduate schools, all the students come away from school with the *words* of the textbooks, not even the anemic ideas of these textbooks. What is President Hutchins' complaint? Our knowledge is second rate or worse. Its emphasis is on information or facts. The mind is cluttered up, not formed. Thought is made impossible or unnecessary. And it is thought that is important. The result is a knowledge of textbooks — and, says President Hutchins, "textbooks have probably done as much to degrade the American intelligence as any single force." This is undoubtedly true where textbooks are the sole or principal educational diet. Says Norman Foerster in the same vein:

More and more of the textbooks used in our colleges are the work of undisciplined minds, loose, nerveless, sometimes all but illiterate, especially in such fields as economics, sociology, psychology, and education.

Is it any wonder then that the Pennsylvania study reached such surprising conclusions as the one that states that students after four years of college had less power or real knowledge than when they entered college. And let us make one quotation of the relation of the knowledge of teachers and students. The report says:

It is unnecessary to enlarge on such findings. So far as this study goes, the fact seems to be that high school teaching attracts college students who differ widely in the fundamental quality of their abilities and who fall below a knowledge minimum in a large proportion of cases. While a theoretical minimum may be difficult to fix, a practical minimum becomes extremely easy when we find pupils at the level where these teachers will work surpassing them on their own territory. A superior fund of matured general knowledge, though perceptible in the average, is evidently not an indispensable qualification for the individual teacher as prepared in these Pennsylvania institutions, nor is it necessary that he command even the verbal tools of education to an extent equal to that of many whom he will seek to instruct. In the sample department of science here cited there can be no question that the tests disclose a condition which, if made the basis of a pupil-teacher relationship, would render healthy learning difficult if not impossible for many pupils.

This, of course, needs not surprise us for from the time that man decided to train his youth in schools instead of by the normal processes of family and social life, the school has been accused of verbalism, of a lack of reality, of an aloofness from life, and generally for the substitution of symbols and words for life. That is the burden of the history of education. The criticism of historical scholasticism by Bacon and of all scholasticism is one evidence of it, and all I need to do is to recall to you the names of Comenius, of Bacon, of Pestalozzi, of Froebel; and Dewey summarizes all possible criticism of the school in his sentence that the life of the child outside of the school is of no significance in the school, and what the child learns inside the school has no meaning for his life outside the school.

Books in Education

And yet, I think books are the most important instrument in education *when rightly used*. What is a book?¹ Milton rather eloquently or grandiloquently, if you wish, put it correctly, "A good book is the precious lifeblood of a master spirit

¹There is no frigate like a book
To take us lands away,
Nor any coursers like a page
Of prancing poetry.
This traverse may the poorest take
Without opprest of toil;
How frugal is the chariot
That bears a human soul!

embalmed and treasured up on purpose to a life beyond life." I take it, textbook writers are not ordinarily master spirits, though occasionally they may be. A master spirit is, to use a phrase of Matthew Arnold, one who sees life steadily and sees it whole. His book is his insight into the meaning and significance of life. It is the quintessence of his insight. Emerson in describing the book, says of the author that his experience goes into him life, and comes out of him truth, and for the reader of the book, his experience as reader should go into him truth and come out of him in the richer life — the life of insight.

And this reveals to us why textbooks are so deadly and sterile. They have little insight. They are preoccupied with facts. They classify facts into a form supposedly easily regurgitated at the end of a semester for the required credits. There is no thinking and there is no learning, though there may be much "teaching." Lecturing is even more deadly, because persons even less prepared than textbook writers rehash textbooks and present their notes and compilations for students to make even more meaningless "notes," for credits and to be included in books called "boners."

If, as Herbert Spencer says, we could live as old as Methusalah we would have time to learn from experience — if we indeed could learn from experience. But we must select. The individual's narrow experience must be supplemented, it must be broadened, it must be enriched.

Is it not strange that one of the most popular books all over this country today is a book with the title *How to Read a Book*? The indictment of the educational system which this book makes is even simpler than Dewey's and perhaps not less devastating. The products of the system do not know how to read intelligently. This is true of the elementary school graduates. It is true of the secondary school graduates. It is true of the college graduates, and it is true of the graduate schools.

Before Adler wrote his book, we began to hear a strange word, *semantics*, and an institute was established in Chicago to teach it. The science dealt with the problems created by the use and misuse of words. Its central concept was meaning. Every period at the end of a sentence is a signal to say, "Now, just what do you mean?" and oftentimes, the answer is, as Stuart Chase words it in his *Tyranny of Words*, *blab, blab, blab*. Even in education courses, for a long time I have warned students against such terms as society with a capital S, humanity with a capital H, and all the other abstractions of an unthinking congeries of words. Oftentimes the very naïve comment was most devastating, "I don't understand that. What does it mean?" But, at any rate, the important thing in the study of books is the meanings and interpretation in the essential process.

I have been throwing out suggestions

rather than fully developing them. Here, as elsewhere, it must be "He who runs may read." It is said in the New Testament that except in parables Christ did not speak to the people, and this is true of all writing and speaking, even in a larger sense than it was used in the New Testament. I would not want to send you away without some indication of what I would have you take away with you.

Education Is Self-Education

Education is entirely a process of self-education. There is no education but what we give ourselves, useful and helpful as classroom instruction may be. The book is merely dead symbol. Look at a book in Chinese or any other language with which you are not acquainted, and see how dead it is. This is often true in our own language where we can name the symbols or the words. How much has passed before our eyes and never really entered our souls? How much has passed into our ears that never reached our head? Why?

Books are, as Dewey says, "harmful as a substitute for experience but all important in expanding and enriching experience." That is the place of the book in education. For the sensitive and imaginative soul the narrow experience of any individual is not equal to the possibilities of the human nature which he shares. The meaning and significance of the life of the individual can be seen fully only in the lives of all men and this is not possible without books. But, as already indicated, books may clutter up the soul, may even, as in Tomlinson's case, be a substitute for a soul and too often that is the result of our academic lecturing, of our talking to students, of our memorizing of a textbook, and of our regurgitation on examinations. The book must be related to our experience and must find through the medium of the imagination as well as of the reason, the meaning and significance of this vicarious experience of other men. The books that must be read must be books of thought and power and not merely books of information and facts. Books of information and facts must be merely incidental in the educational process and books directly significant only to the degree that they lead to thought and the ordering of thought.

Books are a great spiritual adventure. They are the means of that rational enjoyment of leisure of which Aristotle spoke. They will add to the richness of life in school and in that longer life after school. Let Emily Dickinson phrase the parting thought:

He ate and drank the precious words,
His spirit grew robust;
He knew no more that he was poor,
Nor that his frame was dust.
He danced along the dingy days,
And this bequest of wings
Was but a book. What liberty
A loosened spirit brings!

The Library in the New Education

Sister M. Dominic, S.S.J., M.A.

AS ONE reads the issues of our leading educational magazines and scans the columns of our big daily and weekly newspapers, he feels a sense of opposing forces closing in upon a field of battle as real as that of the Pacific or the African fronts. Article after article in the December, 1942, *Bulletin of the Association of American Colleges* defends the position of the liberal-arts colleges, calling for more education, not less; for more culture, less careerist training. Walter Lippmann places the blame of world conditions and global war squarely on the schools. It is the schools, says he, which produced the politicians, lawyers, bankers, editors, generals, etc., on whom we like to vent our spleen as the ones who put us where we are. Why does he blame the schools? Because they have, for more than a half century, forsaken the tradition of western culture which trained the whole man, body, mind, and soul, for life both here and hereafter. And why this betrayal of the old standard? Because the standard has become too burdensome for a softening generation to uphold. They are afraid of it. It presents issues they fear to face. It requires sacrifice of time and effort. We are satisfied that we have decreed compulsory education, but of what that education shall consist, we do not care. Let fads and fancies, experiments and whims dictate it. So says Walter Lippmann. Then there is Mortimer Adler pointing back — not to the ways of fifty years ago, but back, back, centuries back, when men learned to think, to know true values, to square their lives with right principles, to the days when men knew why they were put on earth, and where they were going, and how to get there. President Hutchins of Chicago University also joins this force, and in the face of much opposition and misunderstanding, he insists on a culture built on right philosophy — a philosophy he learned from the Middle Ages. He will have no electivism in these courses — no shirking of hard work, no wasting of time or duplicating of effort. It would not be difficult to imagine Cardinal Newman's examining these men's tenets in the light of his *Idea of a University*, and smiling in a satisfied way that things seem to be going better in this camp. Shoulder to shoulder with these men fighting the battle of culture — of life's real values — are such leaders as Professor Nicolson of Columbia, Professor Mims of Vanderbilt University, Professor Allan Nevins, Harnsworth professor of American history at Oxford, who tells of the students of Oxford quietly going about their way, only a 30 per cent war reduction in the ranks of the male students, and almost no reduction in the ranks of

the women students. These students, he says, are working hard; if anything, too hard. They have no time for the frivolities and lighter things of school life. Clubs, dramatics, debates, all get far less time. Then there are the noted historians, Charles A. Beard, Peter A. Carmichael of Louisiana State University, and Richard Gummere of Harvard, not to mention the uninterrupted line of supporters of the cultural tradition among our own outstanding religious leaders and educators.

There is another side fighting this battle of values. As late as December 6, the *New York Times* carried an account of the American Vocational Association Convention held at Toledo, Ohio, for the purpose of pushing rapidly the reorganization of all our secondary schools, turning the junior and senior years into vocational training schools — war preparation being the excuse. Many educators stand with this group, but few are of the ranking prominence of the opposition. Acceleration and speed seem to be the symptoms of war fever. A quick judgment might lead us to place Dr. Deferrari of the Catholic University in this same group, but a more careful reading of his recent article in the *Commonweal* shows him to be a man who takes the middle way. He would have us cherish and continue to hand on the tradition of Catholic culture, but he knows the weak spots and the need to change when change can be made without sacrifice of principle. He points out that circumstances have brought it about that less than 10 per cent of our high school graduates go on to college. The 90 per cent have little preparation by which they can step into life with means of maintaining themselves in that life. He points out the scarcity of real vocational training and guidance beyond short commercial courses and courses in homemaking offered by a very small number of Catholic schools.

It is not surprising that extremes of thought upon important subjects show themselves now. War always has this effect. It is well not to make radical changes too quickly. However, the war has given impetus to a movement which has been on foot since 1889 to reorganize the whole Catholic school system. The American Hierarchy and the education leaders are agreed that work must begin. Two years will be cut off the school course, but not on the lower level. They have considered this question of what is popularly known as "acceleration" for decades. It is not an effect of war fever. It will be handled judiciously and to the best interests of all concerned. Before definite constructive work has begun, the workers are already

hedged in by a set of very definite restrictions. They know what type of thing they must produce, what they may do, and what they may not do. With the rules of the game so carefully set, nothing very wrong can result.

The Place of the Library

We know without asking what importance will be given to the library in this setup on all three levels, elementary, secondary, and college. A Church and an educational system which has a litany of libraries reaching back from the great Vatican library of today through the centuries marked by the university, the medieval, the monastic, and the private libraries of great popes, and kings, and leaders will take good care that that important institution will not suffer, but rather benefit to the fullest in this plan of reorganization. Archbishop McNicholas has well defined what the Church means by education — a preparation for total life, life here and hereafter; on earth and in heaven; in adversity and prosperity; in peace and in war. With such leadership, war cannot terrify our system into betrayal of its sacred trust. True culture must be retained in spite of war, in spite of world revolution. It is not too early to see the postwar dangers taking shape — dangers of regimentation instead of healthy discipline, might instead of right, and the rejection of all moral values. It is here, perhaps, that the school library may find its greatest opportunity to function. It is safe to say that the library is one of the greatest agencies of scholarship and of culture in the whole school system — or at least it can be such under proper conditions. And what are these conditions? In answer, I am not considering the physical setup, which may be excellent and still work poorly; or poor, and despite the deficiencies, work wonders. The human element is far more important. Libraries exist to serve and that means someone serving and someone being served. What passes between them depends on demand and supply; and these two determining factors depend again on those demanding and those serving. Thus it reduces itself to a matter of a librarian who knows her job and is willing to spend herself for others as far as means may permit, and a clientele who understand the place of the library in the school and who appreciate what it can do, and who show this appreciation by use, cooperation, and constructive criticism.

Before the library can achieve anything of worth, there must be a common understanding of the philosophy of education and of librarianship, and these should dove-

tail nicely. One of the marked criticisms of teachers working in graduate schools is their weakness in the knowledge and use of library resources and tools. We are told that many present themselves for higher research work who have not a ghost of an idea how to begin. The use of the various indexes, atlases, encyclopedias, handbooks, guides, government documents, even the dictionary and library catalog, are new experiences for far too many of them. Many are unfamiliar with the full use of the *Readers' Guide to Periodic Literature*. It is quite thinkable that these teachers could be induced to do in-service work on the technical and professional problems of making the library a more effective educational agency. Certainly teachers lacking such training and appreciation are not an appreciable asset to the present-day system of education.

Educated Librarians Required

On the other hand, librarians in any type of school would be more likely to see their fondest hopes realized if they themselves would take inventory of their own fitness to serve. When men and women are chosen for the headship of important libraries more for their scholarship, culture, and academic background than for library training, it should make librarians of the "technique school" sit up and take notice. Dr. Raney warned such to look to their academic qualifications if they wish equal rating with professors in their schools. If librarians would themselves make a business of mastering the basic principles of progressive education their work in promoting scholarship would be much more effective. Librarians should know, and show that they know, that they are more than "keepers of books"—that they are not only "keepers" but dispensers of our traditional culture. They should respond to the demand of democratic society for a "socially vital environment" for those who wish to use the library for either work or leisure reading. It is the business of the librarian to know her clientele. I do not mean mere acquaintance, but an understanding of the way of life, abilities, ambitions, tendencies, philosophy, outlook, shortcomings, vagaries, and what not of the child, the adolescent, the young man or woman, the mature scholar, the leader, the administrator, the specialist, of all who come knocking at her door. She should know the demands of the curriculum; keep an eye on the progress of the classes through their courses and not be taken unprepared. She must keep not simply abreast of the times, but ahead of the times. She must know and provide for the wide interests, needs, and abilities of the teachers. She must strive to know enough about all her clientele and about all possible matters which touch their interests to help them grow in self-direction. Even the small



Where "Trees" Was Written

— Photo by Martha E. Bonham
Joyce Kilmer and his mother once spent the summer at this farmhouse near Swansey, N. H. One day, as he was sitting on the veranda, he noticed a particularly fine group of maple trees. Seizing a paper bag that happened to be near, he wrote in pencil the famous 12-line poem "Trees."

child may be started early on this road. The librarian must be aware, too, that the library is not the sole agency of education outside of the classroom proper. She must recognize the importance of the home, the church, the public library, the many civic and social groups which all play a real part in one's development. She will have contacts with as many as possible of these, and by cooperation and inspiration do her part in the co-ordination of all.

The Library Program

More to the point, the live librarian must provide a sensible library program. That program will see to it that the library is a laboratory for all class needs. That program will show the desirability of books and other library material as companions in leisure hours. This will be achieved through personal and tactful guidance and through every possible form of library publicity: displays, exhibits, posters, bulletin boards, lectures, newspaper and school paper articles, and appropriate words dropped in casual conversation. The program will provide, necessarily, for the teaching of the use of the library in the interests of curriculum development, leisure reading, and pupil exploration. She will ever be mindful that the library is a service institution and soon or later in such a setup she will be made to realize she is the key teacher. The major part of the pupils' activities center in books and libraries, and knowing all these things and measuring up to the standards set, the library in time comes to reflect the philos-

ophy and program set forth by the librarian. The whole book collection, magazine list, and ephemeral material will show forth the high aims and practical objectives which have been with her through her work of guidance and selection. The atmosphere created by such planned efforts must be one of invitation to learning, to quiet study, to understanding, to restful reading, to leisurely enjoyment, to satisfying attainment.

About two years ago, Rev. Edward Kane, S.J., librarian of the Cudahy Memorial Library at Loyola University, Chicago, wrote things that were startling. He called them "straws in the wind." He charged that libraries were being used almost entirely for work, not for culture. He showed that the neglect of the library was not confined to the poor and underprivileged. He said that teachers in graduate schools claimed that four fifths or more of the graduate students had to be forced under pressure to read well; that in one college only 27 per cent of the faculty use the library; that one third of the reserve books are never used at all; that only one out of twenty books ever leaves the shelves. All this is disconcerting. However, we are of the Church. Our tradition is not characterized by pessimistic musings on the past. We are grateful for the good things of the past; we are not too disturbed about the present and its revolutionary changes; we are optimistic, brightly hopeful for the future. The book and the cross have become eternal symbols. Neither is going down to final ruin and decay.

A Reading Clinic at a Teachers' College

Sister M. Benedict, S.S.J.

THE Reading Clinic at Mt. St. Joseph Teachers College, Buffalo, N. Y., dates back to September, 1938. Though long interested in cases of reading disability, it was not until the summer of 1938, when the present clinician took a course offered for the first time by the graduate school of education at the University of Chicago, that the effectiveness of clinical procedures for the treatment of such cases was fully realized.

The need in the Buffalo area of a clinical setup similar to that established in Chicago in January, 1938, was recognized. Steps were taken in that direction with the following objectives in mind:

To enable the college students to become more proficient in reading.

To instruct students and in-service teachers how to improve the reading ability of their pupils in general, and, in particular, how to deal with handicapped pupils.

To observe the symptoms of cases of severe reading disability, to study the underlying causes, and to give suitable remedial instruction.

To assist the clinician in studying the causes of reading difficulties of each individual, it was necessary to secure a staff of specialists. A psychiatrist, a psychologist, a social worker, and experts in the treatment of physical handicaps were needed. Plans were laid before members of the above-mentioned fields and within three weeks after the first steps were taken in the direction of a reading clinic the following staff was assembled:

Psychiatrist: Samuel Hartwell, M.D., is a member of regional, national, and world-wide associations in the fields of psychiatry and mental hygiene. After his graduation from the University of Iowa, he served in the Judge Baker Memorial Foundation, and in the Psychopathic Hospital in the city of Boston, Mass.; also, in the Child Guidance Clinic at Worcester, Mass. Dr. Hartwell is now president of the Buffalo Mental Hygiene Society. For some years he has been professor of psychiatry and mental hygiene in the medical department at the University of Buffalo, and clinical director of the child-guidance clinic at the Children's Hospital, Buffalo, N. Y.

Psychologist: Virginia Kerr, M.A., is a member of the staff at the Guidance Center of the city of Buffalo. Miss Kerr is a graduate of the University of Buffalo, N. Y., where she specialized in psychology.

Social investigator: Bernard J. Bird, A.B., probation officer at the Children's Court in Buffalo, N. Y., served in the Clinic until March, 1940, when he was replaced by Richard Clarke, supervisor of social case work in the children's division of the Erie County Department of Social Welfare. Mr. Clarke's preparation for his work was done in a special clinic-training department at the University of Toronto, and in the Post-Graduate School of Social Case Work in New York City.

Otolaryngologist: Leon H. Smith, M.D., diplomat of the American Board of Otolaryngology, is the consultant otolaryngologist at St. Mary's School for the Deaf, Buffalo, N. Y.; also, at the Meyer Memorial, the Deaconess, and at the Sisters of Charity hospitals and the State Institute for Malignant Diseases located at Buffalo, N. Y. Dr. Smith was graduated at the University of Buffalo. He did research work at Manhattan College, Harvard University, and the University of Pennsylvania. Later he attended the University College, London, England, and the Ear, Nose, and Throat Clinic at Berlin, Germany.

Ophthalmologist: William M. Howard, M.D., F.A.C.S., is assistant ophthalmologist at the University of Buffalo, the Buffalo General Hospital, and the Buffalo Eye and Ear Infirmary. After his graduation from the University of Buffalo, Dr. Howard continued his study at New York and Vienna. He is a member of the Academy of Ophthalmology and Otolaryngology.

Dentist: Edward J. Doran, D.D.S., was formerly assistant director of oral hygiene in the New York State Department of Health. At

present he is a member of the Eighth District Dental Society and the Appollonian Guild Clinic. Dr. Doran graduated from the University of Buffalo and did postgraduate work at Canisius College in the same city.

General physician: George F. O'Grady, M.D., is now assistant attending physician at the Sisters Hospital in Buffalo. Dr. O'Grady was graduated from the University of Buffalo.

Secretary: Herbert Kean has for some years been engaged as instructor in English at the Boys' High School in Buffalo, N. Y. Mr. Kean was graduated from the Buffalo State Normal School and attended Canisius College.

Director and clinician: Sister M. Benedict, S.S.J., M.A., instructor in science and education at Mt. St. Joseph Teachers College, Buffalo, N. Y. Sister M. Benedict pursued courses in education at Canisius College, Buffalo, and the University of Chicago, specializing in reading methods and clinical work with reading disability cases.

Function and Service of the Clinic

The college clinic is a cheerful room furnished with tables, chairs, charts, bookshelves, and filing cabinets; it has a blackboard, a radio-victrola, an ophthalmograph, and a metronoscope. Basic reading materials, workbooks, testing materials, professional books, and books for enjoyment are accessible to clinic pupils and college students.

On September 10, 1938, the first remedial reading case was received; on August 15, 1942, the one hundred sixty-second case was recorded. Registration reveals that pupils came from two public high schools, 13 public elementary schools, and 35 parochial schools, all of the city of Buffalo; the enrollment also includes pupils from Hamburg, East Aurora, Tonawanda, Kenmore, Williamsville, North Tonawanda, and Lockport; and a boy living in Bradford, Pa., to whom guidance was given by correspondence. In some instances referrals were made by parents, teachers, pastors, or family physicians; in other cases, by social workers, psychologists, psychiatrists, or by guidance and charity organizations.

The chronological age of the referrals, shown in Table I, range from 5 to 38 years; the grade range, which follows in Table II, varies from children unacceptable at any grade to one very poor reader who holds a bachelor degree.

Table I

Age	Cases
35-40	2
30-35	1
25-30	0
20-25	4
15-20	2
10-15	54
5-10	97
0-5	2
Total	162

Table II

Grade	Cases	Grade	Cases
Adults (not graded)	7	4	21
12	0	3	42
11	0	2	26
10	1	1	7
9	1	Kindergarten	4
8	2	Pupils unable to profit by group instruction	9
7	11	Total	162
6	15		
5	16		



Method of Procedure

As soon as a case is referred to the clinic, the parents are interviewed by the clinician, but never in the presence of the individual in question. A history of the case is made. This includes essential facts about home life, health, school, and any social or emotional factors which may have a bearing on the problem. Achievement tests are administered to determine the educational level and the reading grade level at which the pupil works with ease. Every case is examined by the members of the clinic staff. While all available information is being gathered, the clinician is getting acquainted with the pupil; studying his likes and dislikes, his interests and his hobbies; and endeavoring, if possible, to win his confidence. The pupils are tutored two, three, four, or five periods a week according to their needs. The length of each period is one hour.

Staff Conferences

The clinic staff meets at the College on the first Tuesday of each month. At these meetings all cases which baffle the clinician are presented. Findings are pooled, symptoms and causes discussed, and remedial treatments recommended. The analysis of less puzzling cases — and these comprise the bulk of the referrals — is left to the judgment of the clinician.

Anyone who is interested is free to attend the monthly conferences, but all third-year college students are expected to be present. Supervisors and principals of schools, teachers, school nurses, and social workers are in frequent attendance.

Work in Speech Correction

To meet the problem of speech defects which so frequently accompany reading difficulties, it was necessary to secure a specialist in this work. A speech therapist is now employed to diagnose the physical defects in the speech apparatus and to apply whatever type of treatment is best suited to the individual.

vidual child. It has been found that some pupils afflicted with speech difficulties needed only the removal of the "emotional block" to overcome their apparent reading disabilities. The services rendered by the speech therapist have proved an invaluable aid to the clinician.

College Students

Every first-year college student is required to spend one period a week in the clinic during the first semester. Since the first objective is self-improvement in reading ability, an ophthalmograph film is made for each student. This film shows the number and length of fixations, the number of regression, the degree of comprehension, and the rate of speed. The metronoscope is used as an aid toward acquiring speed, and guidance is given for the correction of other reading deficiencies. This course is especially designed to increase the proficiency of freshmen students in their effort to cover the vast amount of reading required at college level.

The third-year college students are required to take a course in reading methods and techniques. Special emphasis is placed on the remedial reading work demanded of the regular teacher in the classroom.

An extension class of in-service teachers works under the direction of the clinician. Each teacher makes use of the suggested reading methods in her regular class instruction, and is required, apart from the class period, to give individual aid to the most handicapped pupil in the group. Teachers find that much has been accomplished in this way. The skills, attitudes, and appreciation of the pupils who rank low in general achievement because of reading disabilities, usually show a marked improvement.

Discussions of problem cases are held with each of the above groups. The insight gained by the students enables them to see the necessity of exact and thorough knowledge in dealing with each individual case. Emphasis is placed not only on the importance of reading skills and techniques but on the tremendous responsibility a teacher assumes when she undertakes the reading guidance of children in a classroom.

Tables III and IV

The disposal of referrals up to June 1, 1942, is shown in the tables which follow. An idea of the flow of cases into the clinic during the school year may be gained from a study of Table III. The increase noted in the months of September and February is probably due to the results of the June and midyear examinations. As the school year draws toward the close, parents seem to become more concerned about the promotion of their children and the hope of raising their ability before the June final examinations bring new cases to the clinic during the closing months of the school year.

In Table IV, attention is called to (1) the number of cases brought up to grade level and dismissed; (2) the number of cases discontinued before grade level was attained, due to impatience on the part of parents with the child's rate of learning and the inability of the clinician to work; (3) the number of cases tested only includes a few cases of low mentality but the majority were those whose retardation would require a long period of tutoring, and the parents refused to give their children this advantage; (4) referrals brought before the staff because of the unusual nature of each case; (5) is self-explanatory.

Conclusion

It is not to be expected that a true appreciation of the value of a reading clinic as a part of teacher-training institution can be drawn from these statistics. But from the data given one may see that much has been accomplished in the way of laying a foundation for future work and continued development.

The basic purposes for which the Reading Clinic at Mount St. Joseph Teachers College was begun are constantly deepening, and the future usefulness of the clinic in connection with the teacher-training school is promising.

Table III

	Distribution of cases by year and month				Totals
	1938-39	1939-40	1940-41	1941-42	
June	0	0	2	2	4
July	0	0	0	1	1
August	0	0	1	0	1
September	2	3	11	16	32
October	1	8	4	7	20
November	2	3	6	4	15
December	7	2	0	1	10
January	2	1	2	4	9
February	5	0	3	4	12
March	3	0	3	5	11
April	2	10	0	2	14
May	1	5	5	5	16
Totals	25	32	37	51	145

Table IV

Distribution of Cases by Years Showing Work Done
Number of Cases Brought Up to Grade Level

Sept. to June

1938-39	4
1939-40	8
1940-41	12
1941-42	9

33

Number of Cases Discontinued Before Grade Level Was Attained

Sept. to June
1938-39
1939-40
1940-41
1941-42
41

Number of Cases Tested Only

Sept. to June
1938-39
1939-40
1940-41
1941-42
5

23

Number of Staffed Cases

Sept. to June
1938-39
1939-40
1940-41
1941-42
10

33

Number of Cases Being Tutored at Present

Sept. to June
1938-39
1939-40
1940-41
1941-42
48

70

A Catholic Press Year

William Holubowicz

FOR a number of years the Catholic schools have been attempting to promote interest in the Catholic press. In November a week is dedicated to books. In February the entire month is devoted to the interests of the Catholic press. Special exhibits and displays are the most common means through which the schools expect to achieve their purpose. The spirit reflected by these efforts deserves commendation and certainly ought to be continued, but more might be done.

This year, in planning programs for Press Month, it might be well to pay heed to a slogan for the entire year suggested by one diocesan newspaper editor, "Less show and more know." Although somewhat severe in its implied criticism of the activity of the schools, this slogan does dramatize certain shortcomings which present school activity entails. Too, it suggests a mode of action to follow in planning future and continued promotion of interest in the Catholic press.

That there is need for a reorientation of ideas on this subject is obvious. The poor circulation of the Catholic newspapers, magazines, and books, when compared to the potential audience of 30 million Catholics in the United States, gives evidence to that fact.

This sorry situation emphasizes that the program of creating interest in the Catholic press has failed somewhere. Neutral ob-

servers place the guilt with the schools for their failure to educate students to a proper appreciation for the Catholic press. Of course, the validity of this accusation will be questioned by many who will point to what the schools are now doing and say, "We are doing our part." But are they?

One editor pointing to annual press exhibits, which in many cases summarizes what "schools are doing," criticizes them by saying that they vividly represent "the sum total of participation by some schools." In effect, he said, this type of promotion constitutes nothing more than "a sop to conscience." He complains that many schools ignore the Catholic press for 51 weeks of the year and then try to make up for it by a public show once a year.

Teach the Catholic Press

There is reason to agree with this complaint. Catholic grade schools, high schools, and colleges are graduating thousands of potential Catholic readers yearly, but how many of these realize the importance and the mission of the press when they leave school? Mighty few. Some say the reason for this laxity is the poor quality of the press, even though this is not true of the first flight publications. If certain Catholic periodicals are poor in quality, it is not the fault of the editors. The potential audience constituted by the students has not been taught what it is to be and what it is.

Hence there is little demand for better quality later in life. As a result, Catholic journalism remains static.

Sister Paul Francis, S.S.J., of Mount Gallitzin, Baden, Pa., in an article published in the *Sisters' Alumnae Journal*, dramatized this point when she wrote:

"If the graduates of our schools do not care enough for Catholic reading to supply their own homes with good literature, then our training is amiss. If they have acquired definite motives for buying and keeping Catholic literature, they will continue to do so in later life. When they are tomorrow's buyers, they will have a golden key, and the doors it shall unlock for them will hold a fairer wealth than any we in this country have yet known, and Catholic literature will have come into its own."

It has been suggested that this failure on the part of the schools can be traced back to the fact that teachers are ill-equipped to perform the task. They can't teach what they don't know themselves. Certainly, when one copy of a Catholic publication of opinion goes to a large community, only a few get a chance to read it. Others, because they themselves do not realize the purpose of the press are not at all interested and would rather do something else.

Sister Paul Francis bears out this point in the article which appeared in the *Sisters' Alumnae Journal*. She said:

"If we teachers are not personally zealous and enthusiastic for Catholic reading, there is little chance of our lighting the fires of enthusiasm for good reading in the hearts of our pupils. If students leave our schools with no interest in Catholic literature, we have failed to develop a source of worth-while leisure-time activity.

"With us teachers lies the responsibility of transmitting to our students a love and a desire for the beauty of great literature. It will do little good and perhaps much harm, mentally and spiritually, to stimulate a desire to read if the pupil is not taught effectively to choose reading that is mentally and spiritually sound. There will be no question of their thinking with the mind of the Church, if we train our boys and girls to Catholic reading."

Schools Are Cooperating

Of course, there are exceptions to the general indictment of this article. Some schools do more than sponsor exhibits annually in fostering the Catholic press. For example, certain dioceses, upon the suggestion of their ordinaries, have designated a period each week for the exclusive purpose of discussing the local diocesan paper and other weekly periodicals of opinion. Many schools, too, do use the *Catholic Messenger Series* of publications as supplementary reading.

Other schools participate in the movement by conducting press drives. Based on the principle that the youngster at home is the best salesman in the family, the drives are conducted by the local paper's staff through the chancery office. While commendable and deserving of encouragement, this type of program merely increases circulation. It does not have the more desired effect of gaining appreciation for the press. Still other papers sponsor annual poster and essay contests in which the students participate, but, here again, this is periodic and has not the desired long-range effect of sustained interest in the press.

Most schools stay by the idea of making an annual splash. This would be a grand gesture if it were the annual climax to a year of repeated exposure to the Catholic press, but if only a once- or twice-a-year affair, its effect is negligible. Certainly absence of mention of the Catholic press throughout the year and a "press week" once a year isn't going to perform miracles. On the other hand, when an annual exhibit is a concentrated celebration not unlike our holydays during the year based on the same policy of living with the spirit of the Church throughout the year and periodically dramatizing its importance by special display, there certainly will be more results.

J. L. O'Sullivan, director of the Catholic School Press Association, urges that the hundreds of students and teachers of Catholic high schools cooperate in promotion of interest in the Catholic Press Month on the spiritual plane, too. O'Sullivan, dean

THE CATHOLIC PRESS AND THE SCHOOLS

"Man power" is a new and crucial problem for America.

It is an old and crucial problem for the Catholic press in America. And it is today — as it has been in years past — a three-fold problem. The Catholic press has a man-power shortage in production, in distribution, in consumption.

To meet this shortage of journalists, of readers, of supporters, the Catholic press of America turns to the Catholic schools of America.

In virtually every case where the Catholic press has successfully presented its need to the Catholic schools, the schools have responded magnificently.

It is our hope that this year of 1943 will see press and schools taking long strides toward each other — toward a full meeting of minds and wills which will fructify the efforts of both in the service of God and country.

— A. J. Wey, President, Catholic Press Association.

of Marquette University's College of Journalism, pointing out that many schools now pray for the Catholic press regularly, and especially during February, encourages others to do likewise. At the conclusion of his address at the convention of the Catholic Press Association, last year, Rt. Rev. Msgr. Peter M. Wynhoven, former president of the Catholic Press Association, submitted a prayer for the Catholic press. As published in the proceedings of the Thirty-second Annual Convention of the Catholic Press Association held last year, it reads:

Dear Lord, we daily pray, "Thy Kingdom Come." May we constantly realize that the printed word in advocacy of Thy claims is one of the surest and most dependable harbingers of Thy soul-saving principles and promises.

Many souls, adrift on the sea of life, behold not the gleam in Thy Sanctuaries nor the guiding star of Christian Truth. They wander without eternal aim or the assurance of a port of safety.

Sweet Saviour, who didst say, "I came to call not the just but the sinners," fill our souls with the yearning of Thy Sacred Heart. Make us zealously spread through Catholic literature Thy eternal message in homes and circles where love for Thee is neglected or Thy doctrines opposed.

Convince the leading faithful that they cannot be true and effective champions of Thy cause without being correctly enlightened and properly enthused by constant and intelligent reading.

Strengthen and fructify the efforts of our prelates and priests so as to increase a hundredfold the beneficial effects of the Catholic Press.

Inspire our editors with the encouraging thought of Thy divine trust reposed in them and make them duly aware that unless they

are men of prayer and piety, alive and strong with the fine qualities of erudition, prudence, and intellectual honesty, their guidance may be in vain or harmful.

With the battle cry of the Crusaders of old, "God wills it!" let the fulfillment of our daily supplication be hastened to realization by our honest and sincere determination to see a Catholic paper in every home.

Kind Jesus, we implore Thee to give us the grace to be ever true, earnest, and loyal in Thy holy service.

Holy Mary, Blessed Mother of God, pray for us.

St. Francis de Sales, patron of the Catholic press, pray for us.

St. John Bosco, practical journalist of our own times, pray for us.

Let Students Write

As a general activity, Dean O'Sullivan said that one way of improving promotion of interest in the press is to have the students give a lot of time and intensive study to the field. One means of accomplishing this, he said, is by encouraging the students to write and publish essays and articles on the subject. Conducting debates and discussions on this topic will prove conducive to further interest, he pointed out.

Another suggestion which he made was constant cooperation with the editors as, for example, in a canvass of Catholic homes to see what Catholic publications are received in each home, at the same time trying to obtain subscriptions for the better magazines and papers where none are being received. These surveys could include an entire city.

Dean O'Sullivan's suggestions deserve consideration. Teachers who get ideas on how to carry on interest in the press should feel free to consult their local editors. The editors of various publications will be only too happy to discuss suggestions made by the teachers. For example, in the preparation of material for exhibits and celebrations, if properly approached, they will offer the services of their staff as speakers at student-body gatherings and meetings of interested groups. They will be happy to contribute material for display purposes and perhaps even supervise the suggested program. Especially is this true of the diocesan editors since they are particularly interested in cooperating with local schools in promotion of their respective publications. They will want to be helpful in promoting long-range programs.

Even the general periodicals of opinion, such as *The Sign, America, The Commonwealth*, etc., will send examination copies for display purposes if they can be assured that this is not an isolated expression of interest which will not translate itself into any other results except a succeeding request for another copy the following year.

In the book field, most publishers will cooperate with exhibitors in supplying them with information on long-range promotion, extra jackets for known books, photos of

authors, if available, catalogs, and house organs. Among the publishers who will co-operate are Longmans, Green and Company, New York; Sheed and Ward, New York; St. Anthony's Guild, Paterson, N. J.; B. Herder Book Co., St. Louis; Ave Maria Press, Notre Dame, Ind.; and The Bruce Publishing Co., Milwaukee, Wis.

Students As Journalists

An example of one editor's initiative in the direction of gaining the cooperation of the schools is the one-man campaign being carried on by an advocate of promoting the Catholic press to the Catholic schools, particularly the parochial schools — Robert K. Doran, editor of *The Victorian*, a monthly published by Father Baker's Homes of Charity, the National Shrine of Our Lady of Victory at Lackawanna, N. Y. His desire is to get the schools to give the grade children, particularly, a *plus* knowledge of the Catholic press which will stand them — their families, their Church, and their country — in good stead as long as they live. To achieve this, he maintains they must be given a working knowledge of journalism which is to include a true appreciation of the significance of the power of the press.

Granting that much of the failing of the press is its own fault, he contends Catholic editors should take a tip from the secular press and edit their publications from both an adult and a youth standpoint. "The Catholic press," he points out, "lacks boy and girl, young man and young woman appeal, and more particularly, in most instances, *youth participation*." To achieve his ultimate goal he urges the participation of "pliable youth" — the grade children — in the publication of the Catholic press. By this action, he is convinced, Catholics will forestall a repetition of the ills of the present press. In these children he sees the readers of tomorrow.

The Children's Newspaper

His plan is to have each diocesan newspaper contain a supplement completely written and edited by diocesan school children, under capable supervision. To achieve full coverage of all schools, he suggests that diocesan schools be broken into four divisions, each section having its own news column each week. Thus over a period of a month, each school would be represented. In this supplement, he suggests the children write features, be encouraged in art work, etc. Whatever the merits of this plan, certainly it would automatically widen the reader interest of the paper since it would insure a wider audience.

Mr. Doran's words aren't just that much idealism. He is doing something about it. Convinced that the future of the Catholic press lies in the hands of the parochial school children from both a reading (circulation) and writing (editorial content) standpoint, his own publication, *The Victorian*, is devoting much space to articles

and stories contributed by boys and girls out of the parochial schools. To encourage the writing of these stories, *The Victorian* is offering \$5 for each accepted article. An experiment which Mr. Doran conducted last summer convinced him that the 150,000 Sisters will cooperate if the problem is presented to them and they can gain the support of the individual editors. Last summer Mr. Doran initiated and supervised a course in journalism for Sisters at Mt. St. Joseph's Teachers' College, Buffalo, N. Y. Twenty-two teachers, all experts in their fields of journalism, conducted it. At the conclusion of the course, in a summary of the findings, Mr. Doran advocated the following:

"Every Catholic parochial student

should, even in the lowest grades, be taught Catholic journalism, be made acquainted intimately with Catholic newspapers, Catholic magazines, and Catholic books. Every Catholic parish should publish regularly its own magazine or newspaper, even if it is but two sides of one sheet."

With this year's Press Month, schools would do well to reorientate their outlook on their promotion of interest in the Catholic press — newspapers, magazines, and books. Theirs should be a program of sustained interest throughout the year through cooperation with the local editors, prayer for the press, use of the press in the classrooms, and periodically special exhibits, displays, and programs.

Youth Changes Its Reading Interests

Sister Marie Helen, S.P.

EDUCATORS recognize the powerful effect, for good or for bad, that reading has on the individual. They also recognize that knowledge of one's reading interests provides a keynote to one's general interests. With these two facts in mind, a two-year follow-up study was made of the amounts and types of the book, magazine, and newspaper reading of adolescents, of the motives that prompt their reading, and of the influences that direct their reading. The same questionnaire was given to a group of 317 girls in their freshman year and to 236 members of the same group who were in attendance at the school two years later.

Reading of Books

Comparison of the types of books most frequently read by the group in the junior year with the types read by the same group in the freshman year reveals that changes have occurred. Although the largest percentage of the reading during both years was in the field of fiction, comprising 45 per cent of the books read by the girls in their freshman year and 39 per cent by the same girls in their junior year, yet there is a marked difference in the type of fiction read. In the junior year they showed interest in the more mature books such as *Come Rack! Come Rope!* and *The Masterful Monk*, in contrast to their preference in the freshman year for the works of Alcott and other juvenile authors. An extensive and varied reading program is shown in both years, if one can judge by the variety of titles listed.

It is worthy of note that Catholic authors such as Lord, Dudley, and Benson received the greatest number of votes of

the students in their junior year, giving evidence that Catholic reading is encouraged in the school. The authors next in the order of preference on the junior list are: Halliburton, Borden, Scott, Tarkington, Jordan, Norris, Clark, Shakespeare, Aldrich, Gray, Finn, and Douglas. The maturity of the group is shown when this list is contrasted with that of the same group as freshmen: Finn, Wirries, Porter, Gray, Twain, Tarkington, Longfellow, Keene, Aldrich, Clementia, Kipling, and Bailey.

By junior year the girls were reading four times as much biography as in freshman year, and twice as many books of travel as they had read two years earlier. The quality of the reading was good; undesirable books were not found on either list.

The slight decrease in the number of books read by the girls as they advanced to the junior year and the pronounced preference for books of fiction in both years suggests that the direction of children's reading interests is of paramount importance if worth-while reading habits are to become permanent.

Magazine Reading

Responses to the questions regarding the magazine reading of the pupils revealed that the group in their junior year read more magazines than they had read two years earlier; this is shown by an increase of 258 in the number of magazines read. The five most popular magazines read by the juniors in order of highest frequency are: *Ladies' Home Journal*, *Good Housekeeping*, *McCall's*, *Saturday Evening Post*, and *Sacred Heart Messenger*; those pre-

ferred in freshman year are: *Ladies' Home Journal*, *Woman's Home Companion*, *Sacred Heart Messenger*, *Saturday Evening Post*, and *Movie*. The group in both years read magazines other than those found in their homes. This fact suggests that investigation into the sources of students' reading matter would probably be enlightening and serve as an aid to teachers in directing the reading of their pupils.

In general, the magazine reading of the group in both years is wholesome. Only six pupils in freshman year and the same number in junior year mentioned that they read *Look*; three in freshman year and two of the same group in junior year stated that it was in their homes. *Life* was read by ten freshmen and by seven of the group two years later, and was listed as being in the homes of 11 in their junior year. This magazine was not listed as being in the homes of any of the pupils in their freshman year.

Since the group in both years spent more time reading magazines than in reading books, and since advance to the junior year failed to show any noticeable development of taste in magazine reading, there is apparent need for the school to set up a program for the direction of the magazine reading of the pupils.

Newspaper Reading

When questioned as to the amount of time spent in reading the newspaper, the greatest number in both their freshman and junior years replied that they devoted on an average of twenty minutes a day to this kind of reading. The comic section, news pictures, front page, and sports were given in order of preference by the group in their junior year in comparison with school page, front page, news pictures, and sports listed in order of frequency by the group two years earlier. The greatest number read the newspaper in an aimless manner, without definite plan.

Interest in the news and desire to keep abreast of the times were the reasons given most frequently by the girls in both years for reading the newspaper. By their junior year, 105 of these girls in contrast with 67 of the same group in their freshman year, did not accept news as true. This fact is interesting at the present time when news of war and rumors of war are so fluctuating. Girls are apparently aware of the propaganda that prevail.

In the past a considerable amount of time has been given to the direction of the book reading of the students; less time has been devoted to directing their magazine reading, and very little, if any time, has been given to guidance in newspaper reading. Since the pupils devote time daily to reading the newspaper, and since the newspaper is one of their principal sources of information on current affairs, it is important that proper emphasis be given by the school to this type of reading.

In evaluating the reading of the pupils

in the present study, the questionnaire technique which has been used fails to serve as a perfectly valid criterion for determining interests, because various uncontrolled circumstances tend to make the responses of the pupils too subjective. A follow-up study based on more reliable ob-

jective criteria such as, for example, a cumulative record card kept over a period of time and showing the amount of time devoted to reading, together with a description of the types of reading, would possibly provide data for more accurate comparison of the reading habits of adolescents.

After Book Week

Brother Roger, F.S.C.

BOOK WEEK in November is a unique national observance in the world of education. Teachers, education experts, and librarians will look back on the period with perhaps some feeling of gratitude, as of some good work done. They will recall the exhausting efforts they made to prepare attractive bulletin boards, type out reading lists, promote book reports, radio talks, and in short, do anything that would focus the attention of their little worlds upon books.

Perhaps the librarian was cheered by the new books recently added to her shelves, or the teacher found new satisfaction in her revised form of book reports. Nevertheless, Book Week has failed in its purpose if, in spite of all external glamor and activity, it has not brought the student into closer relationship with reading.

This thought resolves itself into a few questions: What is being done to cultivate the interest engendered by the observance of Book Week? Is there some sort of insurance or "Follow-up" that will carry the student toward closer contact with the objectives to which he has been initiated?

Keeping Up Interest

To create an interest in reading and to keep it in the pupil is one of the most difficult problems of teachers. Reading, like life, must grow; but like life, too, it must be carefully nurtured in its infancy. This interest may be sustained through continual references to good books or to build another foundation. Certain principles must be kept in mind.

A. To evoke an interest in reading and sustain it:

1. Familiarize the students with good books by constantly alluding to them. Use as stories and examples, characters and anecdotes from the books themselves.

2. Bring up newsy items about authors to break down the monotony of factual information.

3. Informal book chats on best sellers (of which there are some good ones), on movie-converted novels, on authors, on libraries.

4. Save clippings and pictures with bibliographical references. Use them.

B. Remove the drudgery of reading:

1. Avoid book reports that tax the memory of the student. Reading is a pleasure, not a penance. In many cases the teachers do not even read the reports.

2. Talk frequently on the pleasures of reading. Appear often with a book. This has a psychological effect.

C. Giving the personal touch:

1. This requires much ingenuity on the part of the teacher. Actual consideration of individual differences is important. The teacher should strive to discover the mind of the pupil and suggest books or authors that equal it.

2. The teacher should have a wide experience with books. He should be able to wean each of his pupils from the lower age level of reading to that of a higher age.

3. Help the student choose his book. Win his confidence by making suitable choices. After selecting a book, note who has read it before and send the pupil to ask the opinion of these other readers. A well signed card sometimes indicates a well read book.

4. "Follow-up" is important. Keep the student well supplied until he begins to choose for himself.

5. Enter into private consultation with the student and get his candid opinion on what he has read.

D. Variety — free reading:

1. By variety here is meant the manner of exposing the student to forms of literature other than the novel. It is here that the teacher can follow the individual growth of his pupils and suggest biography, drama, essay, or poetry.

2. Variety gives the pupil opportunity to sound out his own tastes and tendencies.

3. Free reading implies leisure reading. Though the pupil reads books of his own choice, the teacher can insinuate gradually a more fitting book.

E. Time:

During the existing war conditions pupils found that a shortage of time was their greatest obstacle to reading. Many have afterschool jobs. This, plus their assignments, does not leave adequate time for reading. Many English teachers, well aware of this situation, fit in a certain amount of time to maintain this interest in reading by using a part of their own periods.

A Time for Reading

A successful case history based on these principles is the following. A small private school in Duluth, Minn., had a reading program that approached this ideal rather closely. During alternate six-week periods of school, there was one hour of free reading per day throughout the school. Nothing was allowed to interfere with it. On certain days of the week when it was held in the mornings, the morning periods were shortened to allow an hour for reading. The same was applied to the afternoon. As a result of this morning-afternoon alteration, no periods suffered more than others because of time differences. All pupils repaired to their homerooms for reading. The homeroom teacher himself read to set the example. No urging is necessary for reading when the time has been provided. The homeroom teacher would occasionally go up and down the aisles to notice the titles and be prepared to make apt suggestions later on.

Supply Suitable Books

This reading program was supplemented by frequent references and bits of reading advice in the daily bulletin of the school. The library shelves were pruned of all dead and useless materials that so frequently clutter libraries; as a result, there was not a book on the shelves that was not worth reading. This reading program also brought more pupils in contact with the public library and trebled the number of card holders from the school.

In general, it is suggested that teachers place more personal interest in reading themselves. Lessen the strain and stress of book reports and drive out the idea of making reading a task. Reading lists are fine, but are only suggestions. Personal direction is far more effective. To keep up this enthusiasm, the teacher should keep this love and importance of reading over everything else. Only when this is done will the pupil, as Shakespeare says, "Take all the swift advantage of the hours."

Technical Books in the School Library

Brother H. Ralph, F.S.C.

OUR Catholic educational system is based upon a traditional curriculum which has been found thoroughly capable of achieving a maximum proficiency in the light of the defined purpose of all education. However, in view of the increased enrollment of students of varied abilities coupled with the "all out for war" spirit, we are called upon to make such adaptations as are not in conflict with our educational principles. Catholic secondary schools will be affected by present-day trends toward the practical, and changes will be made, but with an eye only to adjusting our time-proved curriculum to the demands of a rapidly changing environment.

Consider the Interests of All

Since we are living in a technical age some provision must be made for those students who are interested in science, crafts, or mechanics, and who plan to follow such avocations in afterlife. Then too, those pupils who cannot develop a very great interest in formal classical literature need some kind of reading matter both interesting and beneficial. Technical books involving a practical application of the arts and sciences will help such pupils to form the habit of reading.

The unusual circumstances surrounding the chaotic state of the world at the present time place values on technical literature which are necessarily pertinent but permanent. Hence, certain discrimina-

tory judgment must be exercised in choosing books and periodicals which will be of definite value now and in the future. Such literature can be used with profit to all, in co-ordination with regular subjects of the course of study. Mathematics will lose a lot of its unpopularity when the pupil applies it to a piece of work in which he may be interested and science takes on a new interest when applied to the production of synthetic rubber, the flight of an airplane, or the planning of a healthful diet.

A handbook on blueprint reading may be used in conjunction with a regular class in mechanical drawing, but the resourceful teacher (and pupil) of English will find in it a variety of subjects to be described in oral or written composition. Popular books on the various crafts, well-written studies of the sciences, and manuals on the practical arts are of interest to most boys and girls and should be used as supplementary reading in an allied field of study.

Courses in science are enlarged upon and the principles studied are further enhanced by a co-ordinated reading program. This program would include books and printed material on aeronautics, the study of engines and motors, the use of plastics and metals, and a host of subjects so much in concordance with present-day advancement. Such books are a necessary supplement to textbooks of science in the secondary schools; and they are rather scarce in some school libraries.

For Vocational Guidance

It is not the policy of many Catholic schools to provide definite training in work skills, but the fact that 50 per cent of a graduating class goes directly to work should be considered. Some individuals of this group are interested in positions requiring certain mechanical practices. A perusal of books on such subjects will give these pupils something to occupy their minds in a wholesome way and help them in choosing an occupation.

Guidance in regard to future lifework is a feature of education which is very often overlooked in Catholic schools. There are present in all schools some individuals who have no interest in commercial work, nor will they have an opportunity to attend college. A well-chosen collection of books and pamphlets describing the great variety of occupations available is a distinct service to all the students of a school. All educational leaders recognize the necessity of vocational guidance for the correct orientation of the high school program to be followed by the individual pupil. Such orientation will be profitably supplemented by descriptive literature regarding the various trades and professions. Since this literature is so designed as to contribute necessary knowledge to the interested pupil and to lead him on to make his choice of work from a better informed, more experienced point of view, then such literature should be included in the secondary school library.

The library is the link which connects the educational program with the form which it will assume in afterlife, and in the case of the mechanically minded pupil, a technical literature section will undoubtedly contribute definitely and effectively to his future success. It will, also, help to keep the student of the classics in touch with everyday life. It will thus achieve, in part, the design of living which is the objective of all educational endeavor.

APOSTOLATE

Our teachers—lo! your light you place
That those who come may see.
Your pupils, we
God-chosen, smiled on by His grace,
Our tiny tapers hold
With courage bold
To kindle at your flame. Ignited,
Flickering at first, their light
Shall grow more bright
And steadier cast the beams afar
That others, too, may see.
Yes, we shall be
Brave leaders e'er, and place our light
That those who follow may
Not miss the Way,
The Truth, the Life, through sin's dark
night;
That men may see—O that we could
Lead ALL to see—that God is GOOD.

—William R. Lamm, S.M.

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The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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The Pope Teaches Civics

The Pope's Christmas message deals with the internal order of states and people. This is a charter for the writing of our civics, if we have wit enough to see it, and pedagogical insight enough to organize the political material in relation to the great principles of order and tranquillity. Rehashing the Pope's words will not accomplish the purpose, just as listing and summarizing the *facts* about our national, state, and local governments have been of little effect in creating a dynamic citizenship bent on the common good. Here is a challenge to our textbook writers and our teachers to organize a civics with vitality enough to affect constructively the quality of our citizenship.

Pope Pius XII sent a Christmas message "to my dear children of the whole world" on "The Holy Season of Christmas and Sorrowing Humanity." This is not only a Christmas message for this year, it is a message for every day this year and for many years to come. The Christmas message of 1941 dealt with the problems "of an international order of friendly relations and collaboration such as conform to the demands of God's law." The Christmas message of 1942 is a parallel and complementary message dealing with "the fundamental laws of the internal order of states and people." This is especially significant now in relation to peace discussions, for international relations and internal order are intimately related. A spirit of peace in each nation, which inspires trust by other nations is the sure basis of an integral peace. The Pope's basis for peace in the international order, which won such

universal approval among the children of men in every country and among all denominations included these five points:

1. The assurance to all nations of their right to life and independence. The will of one nation to live must never mean the sentence of death passed upon another. When this equality of rights has been destroyed, attacked, or threatened order demands that reparation be made, and the measure and extent of that reparation is determined, not by the sword nor by the arbitrary decision of self-interest, but by the rules of justice and reciprocal equity.

2. This requires that the nations be delivered from the slavery imposed upon them by the race for armaments and from the danger that material force, instead of serving to protect the right, may become an overbearing and tyrannical master. The order thus established requires a mutually agreed organic progressive disarmament, spiritual as well as material, and security for the effective implementing of such an agreement.

3. Some juridical institution which shall guarantee the loyal and faithful fulfillment of conditions agreed upon and which shall in case of recognized need revise and correct them.

4. The real needs and just demands of nations and populations and racial minorities to be adjusted as occasion may require, even where no strictly legal right can be established, and a foundation of mutual confidence to be thus laid, whereby many incentives to violent action will be removed.

5. The development among peoples and their rulers of that sense of deep and keen responsibility which weighs human statutes according to the sacred and inviolable standards of the laws of God. They must hunger and thirst after justice and be guided by that universal love which is the compendium and most general expression of the Christian ideal.

At the basis of the message is the Thomistic statement of the essence of peace — an objective of all societies, worthy of the name — "The Tranquil Living Together in Order." This is followed by the two other sections which deal with:

1. Five Fundamental Points for the Order and Pacification of Human Society.

2. Considerations on the World War and the Renovation of Society.

Order, which is fundamental in the association of men, is not merely linking up of parts, but an internal union. It is consistent with differences, but it is essential unity. It must be based on correct notions of society, which the Pope states. These notions include:

1. God as the first cause and ultimate foundation of individual and social life.

2. The origin and primary scope of social life is the conservation, development, and perfection of the human person. Society is a means, not an end, and it is a means for the individual to attain his social and supernatural destiny.

3. Supplementing this conception is the one that the whole political and economic activity of the state is directed to the permanent realization of the common good.

4. "Social life, such as God willed it, to attain its scope, needs a juridical order to support it from without, to defend and protect it." This must be a government of laws — moral laws — not a government of men, for as the Pope says, "the precise bedrock, basic rules that govern society cannot be prejudiced by the intervention of human agency." They may be denied, overlooked, despised, transgressed, but they cannot be overthrown.

Especially noteworthy is the brief paragraph:

Among such postulates We must count the juridical positivism which attributes a deceptive majesty to the setting up of purely

human laws, and which leaves the way open for a fatal divorce of law from morality; there is besides, the conception which claims for particular nations, or races, or classes, the juridical instinct as the final imperative and the norm from which there is no appeal; finally, there are those various theories which, differing among themselves, and deriving from opposite ideologies, agree in considering the state, or a group which represents it, as an absolute and supreme entity, exempt from control and from criticism even when its theoretical and practical postulates result in, and offend by, their open denial of essential tenets of the human and Christian conscience.

The second fundamental of a sound social life is tranquillity. This is not quietism or mere absence of war. It is a positive, constructive thing. In an almost lyrical passage the Pope says:

O blessed tranquillity, thou hast nothing in common with the spirit of holding fixedly and obstinately, unrelentingly and with childish stubbornness, to things as they are; nor yet with the reluctance — child of cowardice and selfishness — to put one's mind to the solution of problems and questions which the passage of time and the succession of generations, with their different needs and progress, make actual, and bring up as burning questions of the day. But, for a Christian who is conscious of his responsibilities even toward the least of his brethren, there is no such thing as slothful tranquillity; nor is there question of flight, but of struggle, of action against every inaction and desertion in the great spiritual combat where the stakes are the construction, nay the very soul, of the society of tomorrow.

Such, then, are the essential foundations of an internal life of societies: order and tranquillity, a life of ordered tranquillity. They are our internal support in the "march on to the free and holy land of the spirit," which is destined to sustain in its foundations the unchangeable norms and laws on which will arise a social construction of solid internal consistency. The road from night to full day will be long, but of decisive importance are the first steps on the path, the first five milestones of which bear chiseled on them the following maxims:

1. The Dignity and Rights of the Human Person.
2. The Defense of Social Unity and Especially the Family in Principle.
3. The Dignity and Prerogatives of Labor.
4. The Rehabilitation of the Juridic Order.
5. The Christian Conception of the State.

These points we shall discuss from time to time in the following months but we turn, in conclusion, to the "Considerations on the World War and the Renovation of Society." The World War is viewed as the crumbling process, not unexpected, perhaps, of a social order which was hiding behind a deceptive exterior or mask of conventional shibboleths its realities — its mortal weakness and its unbridled lust for gain and power.

With the outbreak of war, forces that were pent up broke forth, and resulted in acts of violence repulsive to the moral and Christian sense. There has gone on, too, a progressive demoralization of peoples. And the Pope asks this question:

Should they not rather, over the ruins of a social order which has given such tragic proof of its ineptitude as a factor for the good of the people, gather together the hearts of all those who are magnanimous and upright in the solemn vow not to rest until in all peoples and all nations of the earth a vast legion shall be formed of those handfuls of men who, bent on bringing back society to its center of gravity, which is the law of God, aspire to the service of the human person and of his common life ennobled in God.

And the answer is that mankind owes that vow to many:

Mankind owes that vow to the countless dead who lie buried on the field of battle: the sacrifice of their lives in the fulfillment of their duty is a holocaust offered for a new and better social order.

Mankind owes that vow to the innumerable sorrowing host of mothers, widows, and orphans who have seen the light, the solace, and the support of their lives wrenched from them.

Mankind owes that vow to those numberless exiles whom the hurricane of war has torn from their native land and scattered in the land of the stranger; who can make their own the lament of the Prophet: "our inheritance is turned to aliens: our house to strangers."

Mankind owes that vow to the hundreds of thousands of persons who, without any fault on their part, sometimes only because of their nationality or race, have been consigned to death or to a slow decline.

Mankind owes that vow to the many thousands of noncombatants, women, children, sick, and aged, from whom aerial warfare — whose horrors we have from the beginning frequently denounced — has, without discrimination or through inadequate precautions, taken life, goods, health, home, charitable refuge, or house of prayer.

Mankind owes that vow to the flood of tears and bitterness, to the accumulation of sorrow and suffering, emanating from the murderous ruin of the dreadful conflict and crying to heaven to send down the Holy Spirit to liberate the world from the inundation of violence and terror. And where could you with greater assurance and trust and with more efficacious faith place this vow for the renewal of society than at the feet of the "Desired of all Nations" who lies before us in the crib with all the charm of His sweet humanity as a babe, but also in the dynamic attraction of His incipient mission as Redemeer?

And of you, gentle reader, the Pope asks:

Do you, crusader-volunteers of a distinguished new society, lift up the new call for moral and Christian rebirth, declare war on the darkness which comes from deserting God, on the coldness that comes from strife between brothers. It is a fight for the human race, which is gravely ill and must be healed in the name of conscience ennobled by Christianity.

— E. A. F.

Brother John Joseph, F.S.C.

Brother John Joseph died the day before the vigil of Christmas. Very likely if he had been given a free choice of a time of death he would have chosen the day, the hour, and all the other circumstances of his going home. Above all, be it said, it was the passing of a great Brother.

When the writer first heard Brother John Joseph at a meeting of the Confraternity of Christian Doctrine pound home the idea of method, he was at once impressed by the speaker's sincerity, originality of teaching method, and organization of subject matter. The death of this Brother marks the passing of a milestone in the progress of the teaching of religion.

Quietly but forcefully, Brother John Joseph espoused the cause of a living religion and the living of a great religion in our American program of Catholic higher education. To catch and hold the interest of the student, to fix the principle and the doctrine, and to do it convincingly, was Brother's ideal of life. Brother John Joseph knew how to teach with deep sincerity — but also with kindness and a smile. The truths of God he taught — and they will live in the lives of thousands of his boys. — R.I.P. — F. B.

Recent Books for Classroom and Library

The following list consists, mainly, of new books or new editions which have come to our attention. The chief source of our information has been publishers' announcements and recent catalogs.

The classification of the books according to grade, purpose, and subject, together with a brief description of many of them, will assist you in compiling your own list of the new textbooks and library books, which you will wish to examine. In most cases, we have indicated the publisher by an abbreviation. These abbreviations are explained in the list of publishers which you will find elsewhere in this issue.

Inclusion in this list is not to be taken as a guarantee that a book is the one you want. We have used judgment in making selections, but it has been impossible for us to examine many of the books listed. The publishers will be glad to send you further information or catalogs. Most of them will send you examination copies which you can return if they do not fit your requirements.

You will find in this list many new books and booklets compiled especially for victory courses in aviation and other courses for high school pupils who are preparing for the military service or for defense work.

PRIMARY GRADES¹

Child With Folded Hands

By Frederick Cook. 25 cents. St. Anthony.

Simple prayers in rhyme.

The Way of the Cross for Little Feet

By Frederick Cook. 50 cents. St. Anthony.

Station prayers in rhyme.

The Children's Mass

By Blanche Jennings Thompson. 50 cents. St. Anthony.

Liturgy paraphrased for children.

Little Stories of Christ's Miracles

By Nita Wagenhauser. \$1. St. Anthony.

The Quinlan Readers

The Quinlan Readers, published by Allyn & Bacon, the publishers point out, are primary readers which feature aviation. Pilot Jimmie Doolittle, who writes about aviation in *Faces and Places*, the second reader, is the hero of the raid on Tokyo. *Reading Pictures* introduces children to the airplane before they begin to read. *Before Winky* tells the first grader about airplanes.

Play (Preprimer I)

More Play (Preprimer II)

By School Sisters of Notre Dame. Heath.

Two 1943 books, illustrated in colors, of the *New American Readers for Catholic Schools*. (See book reviews in this issue of the C.S.J.)

We Meet New Friends

Friends of Ours

By Durrell and others. 36 cents. World.

Two workbooks for reading readiness.

¹See also the list for Grades I to VIII.

Here and There With Henry

By James S. Tippett. (1943) World.

An easy colorful second reader.

Our First Speech Book

By M. Pearl Lloyd. \$1. Newson.

A practical book for teaching very young children to speak correctly. Sister supervisors praise this book.

Number Stories (Bk. II. Rev.)

By Studebaker - Findley - Knight.

80 cents. Scott.

New edition of a popular second-grade arithmetic. Vocabulary control same as in *New Cathedral Basic Readers*. A modern Workbook (36 cents) accompanies the text.

Rhythmic Games and Dances

By Dorothy Hughes. \$1.50. American Book Co.

Basic activities for elementary grades.

Rime, Rhythm and Song

By Martin & Burnett. \$1. Hall & McCreary.

A new songbook for young children.

Language Readiness

By Ferris & Keener. A new book for grade 2, published by Laidlaw.

Puzzle Pages (Bk. 4)

By Shelton & Tate. 44 cents. McCormick.

Six complete and independent units in social science and sheets on arithmetic and phonics. For grade 2. *Seatwork and Workbooks*

The Kenworthy Educational Service, 45 N. Division St., Buffalo, N. Y., has issued a new catalog listing a large number of the popular seatwork and workbook items formerly published by The Harter Publishing Co., of Cleveland, Ohio.

The Harter Co. is no longer in existence.

Pete

By Linda Jackson. \$1.50. Harcourt. A story of a baby on the day he learns to walk.

Kutkos, Chinook Tye

By Mildred Colbert.

Walt Disney Story Books

Mickey Sees the U. S. A. and *Bambi* (illustrated by the Walt Disney Studio).

Three books for supplementary reading illustrated in colors (1943), Heath.

Peter's Family (Rev.)

By Hanna, Anderson, Gray. 72 cents. Scott.

A revision of the Social Studies

Primer of the Curriculum Foundation Series. Illustrated in 4 colors.

A Bible ABC

By Grace Hogarth. \$1. Lippincott.

Little Arab Ali

By Ruth Hoffman. \$1. Lippincott.

Toby, the Little Lost Dog

By Susan M. Williams. 44 cents. American Book Co.

First year after the primer.

Effelli

By Margot Austin. \$1.50. Dutton. A story for ages 3 to 7.

Jerry Goes Fishing

By Florence Battle. 65 cents. Beckley.

Cloth, illustrated in colors, "prepared for the pure fun of reading" for first grade.

GRADES I TO VIII²

RELIGION

Do You Know Jesus?

By Rev. C. H. Doyle. 50 cents. St. Anthony.

Adapted from the French of Sabine Du Jen, it presents the doctrine of the Mystical Body of Christ to children.

Jesus Loves Children

By Rev. Jos. B. Collins. 50 cents. Bruce.

A pictorial catechism and workbook for First Communicants, following the new Baltimore Catechism. For parochial school children, and especially, for children not in parochial schools.

Welcome, Jesus

By Rev. Geo. M. Dennerle and Sister M. Magdela, S.N.D. (1943) Bruce.

A prayer book for First Communicants written for the age level of the First Communicant.

Highway to Heaven Series

By Catechetical Institute of Marquette University. Bruce.

Book of the Holy Child, 64 cents; *The Life of My Saviour*, 68 cents; *The Life of the Soul*, 60 cents; *Before Christ Came*, 88 cents; *The Vine and the Branches*, 80 cents; *The Mass*, 96 cents; *The Highway to God*, \$1.64; *A Curriculum in Religion*, 50 cents.

Revised to include the Baltimore Catechism corrections, and, in some of the texts, the new translation of the New Testament.

Gay Legends of the Saints

By Frances M. Fox. \$1.50. Sheed. The Church's Play

By Grace Hurrell. \$1.50. Sheed. Liturgy treated as drama.

Lad of Lima

Anonymous. \$1.50. Sheed.

The life of Blessed Martin de Porres.

St. Thomas Aquinas

By Raissa Maritain. \$1.50. Longmans.

For ages 12-16.

Little Stories of Christ's Miracles

By Nita Wagerhauser. \$1. St. Anthony.

See also the lists for Primary Grades and Junior High School.

READERS

Faith and Freedom Basal Readers

This series, published by Ginn & Co., is the answer of the faculty of the Catholic University of America to Pope Pius XI for Catholic Action against materialism. They are designed to teach Christian Social Living. Published books of the series include reading-readiness materials, preprimer, primer, and books 1, 2, 3, and 5. For complete description write to the publishers. Some of these books have been reviewed in C.S.J. *New Cathedral Basic Readers*

By O'Brien - Gray - Arbuthnot. Scott. A number of the books in this standard, popular series have been revised in 1942 and several more will be in new editions in 1943.

Reading for Interest Series

Ten books by well-known educators and illustrators for grades 1-6. Heath.

Complete with preprimer chart and with a teacher's manual for each grade.

Wings for Reading

By Hovious & Shearer. \$1.60. Heath.

A new sixth-grade reader of a decidedly human-interest type with many modern devices for learning.

Driving the Reading Road

Progress on Reading Roads

New basal readers for grades 7 and 8.

Supplementary Reading

The Am. Ed. Press has an extensive list of supplementary readers at 10 cents each in the fields of social science, natural science, geography, history, travel, and health. These little readers are carefully graded in content and vocabulary for grades 1 to 6. Write to publishers for list of these and also *Progress Workbooks* in reading, arithmetic, English, civics, etc.

Our Good Neighbors in Latin America

By Wallace West. \$1.28. Laurel.

A supplementary reader for grades 6-8.

The Boxcar Children

By Gertrude C. Warner. 96 cents. Scott.

An adventure story of four orphans. Middle-grade interest and third-grade reading level (unlabeled). Remedial reading for slow readers.

ARITHMETIC

Arithmetic Review-Workbooks

Four books for grades 5-8. Warp.

These *Warp Review-Workbooks* provide an efficient method of integrating and mastering grade school mathematics.

Number Readiness Series

By Campbell-Wren-Osburn. Heath.

For grades 3-6, four books designed to prepare for each new step in arithmetic.

Living Arithmetic

By Buswell & Others. Ginn.

A new series for grades 3-8.

New Trend Arithmetic

By Gillet & Others. Merrill.

Revised, enlarged editions (1942) of these standard books for grades 7 and 8 include improvement in organization but no major revision in content.

Growing Up With

Numbers (3 bks.)

Growing Up With Arithmetic

By Rose and Ruth Weber. McCormick.

Popular workbooks for grades 1 to 4.

Learning Arithmetic

By Lennes and Others. Six books for grades 3-8. Laidlaw.

New course based on short units with frequent self-tests. The last four books each end with a 32-page unit "Testing Your Readiness for Next Year's Work."

ENGLISH

Catholic Unit Practice Books

By Tressler & Sheldadine. Heath. These Practice Books for Catholic schools have been developed to accompany the popular *English in Action* series for grades 4-8. Designed to promote initiative and to correlate religion and Catholic Action with English composition.

We Talk and Write

By L. J. O'Rourke and Others. Four books for grades 3-6. Scott.

A modern program by which the children learn English by using it in natural situations.

Our Language

By Johnson and Others. Ginn.

Seven books for grades 2-8, with a program based on natural experiences. Plenty of practice, full attention to grammar, well illustrated.

Young America's English

By Daringer & Sweeney. World. Book I for grade 7. \$1.16. Book II for grade 8, \$1.20.

Language for Meaning

By McKee and Others. Houghton.

Five books for grades 2-6. They emphasize meaning, use pupil's experience, teach oral composition. Books for grades 7 and 8 will appear in 1943.

A Lovely Gate Set Wide

By Sister Margaret Patrice, S.S.J. (1943). Bruce.

A collection of verse for Catholic children. Includes such authors as Belloc, Blunt, Chesterton, Dinnis, Feeney, and Kilmer.



G. C. Harmon

SOCIAL STUDIES

Our World Today

By Stull & Hatch. Allyn.

The first volume of this new edition of popular geographies begins with a map on the polar projection, and the idea of aviation is carried throughout the series. The books show how people adjust themselves to environment.

Visits in Other Lands

By Atwood & Thomas. Ginn.

A new geography for the fourth grade, ready January 1.

The American Nation

By Atwood & Thomas. Ginn.

A geography of North and South America. With emphasis on Latin America. Ready February 1.

Other Lands and Other Times: Their Gift to American Life

By Mary G. Kelty. \$1.32. Ginn.

A middle-grade history, following the author's *Life in Early America* and *Life in Modern America*. In addition to peoples usually treated in background books, this includes India, China, and pre-Columbian America.

Early American Life

By M. G. Kelty and Sister Blanche Marie. Ginn.

A new Catholic history for the middle grades. Ready in February.

Your Country and Mine

By Turkington & Conley. \$1.60. Ginn.

New civics gives a knowledge of our war aims and shows how our government machinery works and our part in it.

Government in Business

By Keohane. Ginn.

A pamphlet of the North Central Association.

New World Neighbors

By various authors. Each 40 cents. Heath.

A series of stories and biographies illustrated in colors, to familiarize children with the Western Hemisphere, China, and other countries.

Our World and How We Use It

By Campbell & Hanna. \$1.40. Scott.

A fourth-grade geography with human appeal. Introductory book in the Campbell-Webb-Nida program for middle grades.

New Frontier Social-Science Series

By Freeland and Others. Scribners.

The following were revised in 1942: *America's Building*, *America's World Backgrounds*, *America's Progress in Civilization*, *America and the New Frontier*.

The Record of America

By Adams & Wannest. \$2.20. Scribners.

A 1942 edition of a popular textbook in history.

Our South American Neighbors

By Frances Carpenter. \$1.16. American Book Co.

An important new geographical reader. Includes geography, biography, economics, etc.

Learning to Look at Our World

By Dorris & Tapp. Silver.

A new book for the third-grade which aims to build the foundation for geography in understanding observation of nature and human society in our own community.

Kirby's Course of Study for the United States Constitution

By Wesley D. Kirby. (5th rev. ed.) 40 cents. O. B. Marston Supply Co., Phoenix, Ariz.

Fifty-six pages, 8½ by 11, with text of the Constitution, analysis, explanation, history, notes, discussion. A complete study for grade or high school. A separate key for teachers (25 cents) is available.

Let's Look at Latin America

Workbook. 28 cents. Am. Ed. Press.

A self-teaching workbook usable with any program above fifth grade. Analysis of each republic and interrelationships.

The Great Law of Our Land

Workbook. 20 cents. Am. Ed. Press.

A workbook on the Constitution for elementary schools. Contains special simplified rewriting of the Constitution.

Democracy in Action

By Olchin & Eichel. Globe.

A new book of plays and activities on the history of the U. S. for grades 6-9.

MISCELLANEOUS

Learning Words

By Fitzgerald & Fitzgerald, 28 cents each. Bruce.

New spelling workbooks for grades 2-8. Includes religion words for Catholic children.

222 Spelling Demons

By Fitzgerald & Fitzgerald, 10 cents. Bruce.

Words which cause most trouble.

My Spelling

By Yoakam & Daw. Ginn.

A new series for grades 2-8, ready in February.

Day-by-Day Speller

By Newlon, Hanna & Hanna. Houghton.

A new textbook-workbook series with one book for each grade (2-8). Each week's work on 2 pages. Lesson order: readiness, study, test, study and practice, test. Each group of words introduced by a brief theme using the words.

Progressive Word Mastery

By Patton. Textbook edited for grades 2-8. Merrill.

Scientific approach to spelling. Careful reviews. A new Workbook Edition is announced for 1943.

The Stanford Speller

By Almack & Staffelbach. 8 books for grade 2 to high school. Each 24 cents. Laidlaw.

A practical workbook, textbook, and spelling tablet. Teaches correct pronunciation, use, and spelling.

New Laurel Handwriting

By Wahler and Others. Laurel.

A new manuscript edition of Books I and II for grades 1 and 2. Each 20 cents. Teacher's manual, 25 cents. *World of Music*

Published by Ginn.

A new edition of this popular series. The only change is the addition of a number of patriotic songs to each book.

Regina Pacis

Ed. by Philip G. Kreckel. \$1. J. Fischer.

A new collection of 33 motets suitable for the whole year. Two-part voices (S.A. or T.B.). *The Feast of Raymi*

By Charlotte Perry. \$1.50. J. Fischer.

A Peruvian play for children with choreography and music. Coming of the white men to Peru. Dances and action. Detailed directions for production.

Foster Songs for Treble Voices

By Geo. F. McKay. 75 cents. Hall & McCreary.

Music and Methods for Melody Bands

By Geo. Rushford.

The Gamble Hinged Music Co., 218 S. Wabash Ave., Chicago, Ill., has an attractive list of booklets on organizing and conducting Melody Bands as well as a large collection of sheet music for use of schools.

Sight Reading Fun

By Carl W. Vandre. Six books, each 50 cents. Handy-Folio Music Co., 2821 N. 9th St., Milwaukee, Wis.

These simple music books supply sight practice material for voice or simple instruments. The School Music Catalog of the publishers describes a plan quite attractive to teachers.

Role Song Books

The Churchill-Grindell Music Co. have a comprehensive list of songbooks for primary and intermediate grades from which programs for many occasions may be prepared. Write for the list.

The Road to Safety

By Buckley and Others. American Book Co.

Revised and enlarged edition of 8 books with a workbook and teacher's manual for each grade.

Short, Graded Course in Science

By research department of Warp.

Four new *Warp Workbooks* for grades 5-8. Include light, air, water, geology, travel, electricity, inventions, heat, weather, etc.

American Dolls in Uniform

By Nina R. Jordan. \$2. Harcourt.

Latest addition to Miss Jordan's books of dolls. Each doll in this book represents a man in a special service — soldier, sailor, fireman, mail carrier, engineer, etc. Directions are given for making and dressing the dolls.

Picture Map Geography of South America

By Vernon Quinn. \$15. Lippincott.

Geography, history, and society of South America.

REFERENCE BOOKS

Webster's New International Dictionary (2nd Ed.)

This is the latest Merriam-Webster unabridged dictionary. \$22.50 to \$37.50. Merriam.

Webster's Collegiate Dictionary

The largest abridgment of the new International (2nd Ed.). \$3.50 to \$8.75. Merriam.

A practical, well-edited dictionary for college and high school and the home.

Webster's Dictionary of Synonyms

By the Merriam editorial staff. \$3.50-\$4. Merriam.

Thorndike Century Junior Dictionary

By E. L. Thorndike. \$1.48. Scott.

A completely revised edition of a practical dictionary for grades 4-8. A pronunciation phonograph record and a manual (\$1 for both) are available.

The Book of Knowledge

20 Volumes. GROLIER.

A standard, reliable encyclopedia for children in home or school. An annual supplement keeps the contents up-to-date between editions. This set is endorsed by Catholic authorities.

Compton's Pictured Encyclopedia

15 Vols. \$79.50 and \$74.50. Compton.

A standard work of reference and

a study guide on the unit plan with a "Thumb-Tab" fact index in each volume. Continuous revision keeps the set up to date. The publishers will gladly send complete description of the plan of this popular children's work of study and reference.

World Book Encyclopedia

19 Vols. \$82. Quarrie.

The Silver Jubilee edition of this standard encyclopedia for young people will be a valuable addition to the school reference library. A *World Book Encyclopedia Annual* reviews the outstanding events of the previous year.

A pamphlet (2 cents) entitled *How the World Book Encyclopedia Uses Visual Aids* illustrates "How a Bill Becomes a Law," "Wonders of the Heart," "How Much Is One Billion Dollars," etc. Another pamphlet, *Latin America*, is a reprint from the new *World Book Encyclopedia*.

My Book House

12 Vols. The Book House for Children, 360 N. Michigan Ave., Chicago, Ill.

A set of children's literature which has been used by thousands of parents for education, recreation, and character training. It is also a rich source for material for teachers, especially in the lower grades.

Story of a Negro boy in "Old St. Jo."

They Live in South America

By Alice Dalgliesh. \$1.20.

Scribner.

Information for grades 5-8.

Our Class Visits South America

By Frederick Houk Law. \$1.32.

Scribner.

A 1942 edition (grades 7-9).

Docas, Indian of Santa Clara

By Genevra Snedden. 96 cents.

Heath.

Story of an Indian boy in the time of the missions.

The Little Red Lighthouse

By H. H. Swift & L. Ward. \$1.75.

Harcourt.

Adventures of a lighthouse illustrated in colors.

Apple Pie Inn

By Mary D. Donahey. \$2. Crowell.

For girls 8-12. City family learns rational living by moving to the country.

Hope Hacienda

By Charlotte Baker. \$2. Crowell.

A story of life in Mexico for ages 12-16.

King Richard's Squire

By Regina Kelly. \$2. Crowell.

Story of 14th-century England for ages 12-15.

Young Mac of Fort Vancouver

By Mary Jane Carr. \$2. Crowell.

Pioneer story for ages 12-16.

Children of the Covered Wagon

By Mary Jane Carr. \$2. Crowell.

Oregon Trail story for ages 9-12.

Happy Landing

By Lenora M. Weber. \$2. Crowell.

Story of a motherless family of six whose father was an aviator. Ages 12-16.

The Cadmus Books

A series of reprints, each usually priced at less than a dollar. Address: Cadmus Books, 15 W. 48th St., New York, N. Y.

A descriptive catalog, *Growing With Books*, explains the selection and use of Cadmus Books. There is a special list of selections for the underprivileged reader.

Cabita's Rancho

By Pachita Crespi & Zhenya Gay.

\$2. Messner.

A story of Costa Rica for grade school children. A Pro Parvulus book.

The Good Bad Boy

By Rev. Gerald T. Brennan. \$1.50.

Bruce.

Biography of Pompey Briggs, a typical American boy, a combination of Penrod, Huckleberry Finn, and Tom Sawyer—with a Catholic heart.

The Quest of Don Bosco

By Anna Kuhn. \$2. Bruce.

Life story of Don Bosco, father of the orphans, written for children.

Markets of the World

By Dilling & Welsh. 64 cents.

Lyons.

Illustrated descriptions for grade 4.

Chula, Son of the Mound Builders

By Wm. H. Bunce. \$2. Dutton.

Mark of Seneca Basin

By Hazel R. Langdale. \$2. Dutton.

Digging the Erie Canal for ages 10-14.

Nappy Wanted a Dog

By Inex Hogan. \$1. Dutton.

For ages 5 to 10.

The Long White Month

By Dean Marshall. \$2. Dutton.

A child's winter adventure.

Lonnie's Landing

By Charlie May Simon. \$2. Dutton.

Pioneer life on the Mississippi. Ages 6-12.

Younger Brother

By Charlie May Simon. \$2. Dutton.

A Cherokee Indian tale for ages 8-13.

Ludwig Beethoven

By Opal Wheeler. \$2. Dutton.

A biography for ages 8-14.

Snow Treasure

By Marie McSwigan. \$2. Dutton.

The true story of how children in Norway transported their country's gold to the ship which carried it to the United States.

Boy of the Woods

By Wells & Fox. \$2. Dutton.

The story of John James Audubon for ages 8-13.

The Emperor's Nephew

By Marian W. Magoon. \$2. Farrar.

A story of Charlemagne for ages 9-13.

The Lost Prince

By Don Sharkey. \$1.25. Benziger.

A story for ages 10-13 years.

The Giant Saint

By Brother Ernest, C.S.C. \$1. Dujarie Press, Notre Dame, Ind.

The legend of St. Christopher for boys and girls.

GRADE SCHOOL LIBRARY

Pudsy Kelly's Follower

By Nanky Poo. \$1. St. Anthony. Verses about Pudsy's gang.

The Important Pig

By Julie Bedier. \$1. Longmans.

Chinese Life. One of the Lo-Ting books. Others are: *The Long Road to Lo-Ting* and *Thomas, The Good Thief*.

Longhorn Cowboy

By James H. Cook & Howard R. Driggs. \$1.68. World.

The latest of the Pioneer Life Series, edited by Howard R. Driggs. The author lived the life he depicts for upper-grade boys.

The Birth of a Nation's Song

By Katherine Bakeless. \$1.50. Lippincott.

The story of "The Star-Spangled Banner."

Youth and the Sea

By John J. Floherty. \$2. Lippincott.

Training for the Merchant Marine.

Bibi, the Baker's Horse

By Anna Bird Stewart. \$2.

Lippincott.

A story of Provence in France (Grades 5-8).

The Wishing Window

By Hortense Flexner. \$1.50.

Lippincott.

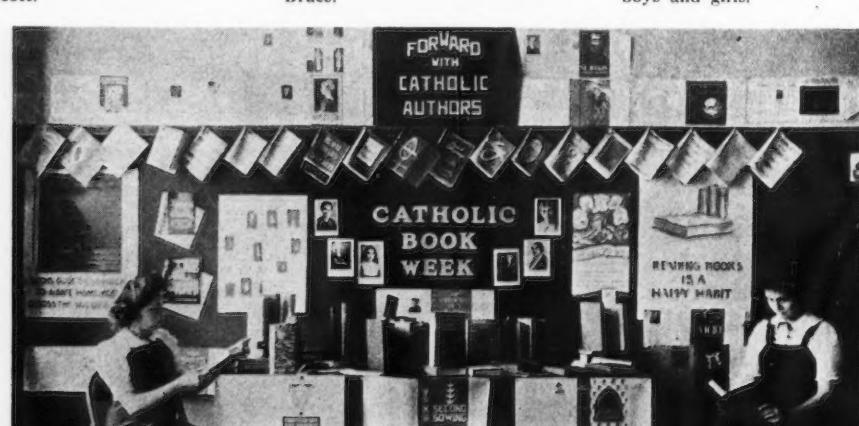
Life in France Today. (Grades 3-5.)

Amazon Adventures

of Two Children

By Rose Brown. \$2.25. Lippincott.

Family life in Brazil. (Grades 6-9.)



Catholic Book Week Display, November, 1942, at St. Francis de Sales High School, St. Louis, Mo.

JUNIOR HIGH SCHOOL

Growth in Reading

By Pooley-Walcott-Gray. Scott. Book I for 7th grade. Book II for 8th grade. Book III for high school. Workbooks to accompany. Material is modern and chosen to make the pupil eager to read more.

America's Road to Now

By Coleman & Wesley. \$1.80. Heath.

A 1942 edition for 7th and 8th grade. The past is focused on the present and Latin America is given prominence.

America at Work

By Dunn & Morrisett. (1943) World.

Three books: *Machines for America*, *Power for America*, and *Wings for America*.

Using Mathematics (I & II)

First-Year Algebra

By Schorling and Others. (1943) World.

A 3-book series for grades 7-9. Books I and II give a thorough training in the fundamentals of arithmetic. Meaning and use stressed in the review of fractions. Book III treats algebra as an extension of arithmetic.

English for Meaning

By Stratton & others. Houghton. *Maki Meaning Clear* (grade 7) and *Expressing Ideas Clearly* (grade 8) are the first 2 books of a junior high school series. Teach and review the language problems of the pupil. Careful attention to grammar. Emphasis on oral composition.

Grammar in Use

Books 1, 2, 3, each 48 cents. Lyons.

Workbooks for high schools.

Cultural Growth Series

By Wellons and Others. Laidlaw. Includes: *Excursions in Fact and Fancy*, \$1.72; *Your World in Prose and Verse*, \$1.72; *Expanding Literary Interest*, \$1.88; *Reading—Literature—Speech—Junior High School* (a teacher's monograph). 28 cents.

The Storybook Grammar

By Spink & Millis. Ginn.

An interesting book for beginners in French in grade or junior high school.

Recreation Songs

50 cents. Churchill.

A good popular collection for grades 7, 8, 9, to be sung in unison or for only two voices.

A 1942 revision of a popular book in meteorology. High school library. **Fundamentals of Electricity**

By Theodore Benjamin. Scribner's. **Fundamentals of Machines**

By Alexander Joseph. Scribner's. Two 1943 books for preinduction training in high school.

Instructional Tests for

Pre-Induction Electricity

Instructional Tests for

Pre-Induction Machines

By Gruenberg and Others. (1943) World.

Training for Victory

The Am. Bk. Co. announce for publication early in 1943 the following preinduction textbooks:

Radio, by Williams & Scarlett; *Machines*, by Wallendorf & others; *Shopwork*, by Wicks & others; *Electricity*; *Automotive Mechanics*, by Barger.

Makers of Naval Tradition

By Alden & Earle. \$2.40. Ginn.

Rev. ed. of a textbook used for 10 years at U. S. Naval Academy. For Naval training classes and for supplementary reading in English and history.

In the Service With Uncle Sam

By Kalp. 45 cents. Ginn.

A pamphlet explaining the various military services, the opportunities they offer, etc.

Fundamentals of Machines

By Cushing.

Fundamentals of Electricity

By Willard.

Two books to be published by Ginn in February. Each a semester course in preinduction training.

TECHNICAL SUBJECTS

Mechanical Drawing I & II

By Edward Berg. I, paper, 85 cents; II, paper, 75 cents; combined, cloth, \$2. Bruce.

Basic texts for an introductory course.

Shop Mathematics at Work

By Welton & Rogers. \$1.56. Silver.

A workbook to replace the method of reference book plus work sheet. Fractions, measurements, equations, exponents and square root, formulas, triangles, etc.

Blueprint Reading at Work

By Rogers & Welton. \$1.28. Silver.

Dictionary of Technical Terms

By F. S. Crispin, \$2.50. Bruce. 4th rev. ed.

Allied's Radio-Formula and Data Book

Ed. by Nelson M. Cooke. Pub. by Allied Radio Corp., Chicago, Ill.

A useful, pocket-size, booklet giving a condensed compilation of essential mathematical formulas, tables, data, and standards commonly used in the field of radio and electronics.

Household Mechanics

By Bedell & Gardner. \$1.34. International.

Instruction units in practical mechanics for the general school shop.

Technical Handbook

By Edward H. Lang. 80 cents. Prentice.

Reference book for high school students and workers in war industries.

Elements of Radio

By Ralph E. Horton. \$1.96. Prentice.

New text (1943) for preinduction courses in the high school.

Weather Elements

By Thomas A. Blair. \$4. Prentice.

Short-Wave Manual, Radio Engineering, etc.

RELIGION

The New Testament

The original Rheims-Challoner version with a preface by Rev. Robt. I. Gannon, S.J. 50 cents. Wildermann.

A school ed. in type of readable size. Imitation leather, red edges. **Liturgical Symbols—Series II**

20 cards in box. \$2. **Liturgical**.

They illustrate the principal mysteries of Redemption and the Sacramental Life of the Church. For classrooms and discussion groups.

ENGLISH

Short Stories by Contemporary Catholic Writers

Ed. by Mary McK. Curtin. (1943) Bruce.

An excellent book for a Catholic course in creative writing or contemporary Catholic literature.

Thinking in English

By Salisbury & Leonard. Bks. I & II. Scott.

For effective reading, writing, speaking, and persuading.

America Speaking

By Perschbacher & Wilde. Pub. by Scott.

A 1943 textbook in literature to illustrate the American way of life.

Short Stories in Parallel

By Bauer & Bowden. \$1.80. Heath.

12 pairs of stories for study of contrasts and historical development of the short story.

Stories of Many Nations

By Braun & Safarjan. \$2. Heath.

An anthology of stories from 20 nations.

Cultural Growth Series

By Sharp & others. Laidlaw.

Includes: *Expanding Literary Interests*, \$1.88; *Exploring Literary Trails*, \$2; *American Life in Literature*, \$2.08; *Reading—Literature—Speech—High School* (a teacher's monograph), 32 cents.

American Speech

By Hedde & Brigance. \$1.80. Lipincott.

A practical course in speech training for all high school students.

Ease in Speech

By Margaret Painter. Rev. (1943) ed. Heath.

Handbook of Writing and Speaking

By Wooley-Scott-Tressler. (1943) Heath.

Speech

By Sarett & others. (1943) Houghton.

A high school textbook in public speaking.

Sils Marner

George Eliot's classic abridged and simplified by Mabel Dodge Holmes. Globe.

The Little Minister

Barrie's classic adapted to avoid difficulties by Thomas L. Doyle. Globe.

Log and Chart in Spelling

By Potter & Parkinson. Pub. by Mentzer.

A unique guide and textbook for high school.

MATHEMATICS

Second-Year Algebra

By Schorling & others. \$1.69. World.

Stresses the vocabulary of algebra,

SENIOR HIGH SCHOOL

VICTORY COURSES

Air-Age Education Series

The Macmillan Co. has published recently the following books which are being used in Victory Courses in the high schools:

Science of Pre-Flight Aeronautics, \$1.32; *Elements of Pre-Flight Aeronautics for High Schools*, 96 cents; *Human Geography in the Air-Age*, 64 cents; *Physical Science in the Air-Age*, 80 cents; *Social Studies for the Air-Age*, 60 cents; *Globes, Maps and Skyways*, 40 cents; *Flying High (Anthology)*, 76 cents; *Wings for You (Anthology)*, 76 cents; *The Air We Live In*, 36 cents; *The Biology of Flight*, 64 cents; *Mathematics in Aviation*, 64 cents; *Education for the Air-Age*, 24 cents; *Aeronautics in the Industrial Arts Program*, 92 cents; *Elementary School Science for the Air-Age*, 72 cents; *Teachers' Manual for Science of Pre-Flight Aeronautics*, 80 cents; *Teachers' Manual for Elements of Pre-Flight Aeronautics for High Schools*, 72 cents; *Teachers' Manual for the Biology of Flight*, 56 cents. **Aeronautics Workbook**

By C. H. Siemans. \$1. Ginn.

Complete organization of classroom activities in preflight training according to Leaflet 63, U. S. Office of Education. Gives references to several textbooks.

Aeronautical Study Chart

By Brown & Jackman. 40 cents. Ginn.

A 25 by 38-in. map in six colors. One of these is included in Sieman's *Aeronautics Workbook*.

Airplane Models and Aviation

By Willis C. Brown. 48 cents. Heath.

Students learn principles of aviation while making models that fly.

understanding of principles, skill in application. Reviews geometry and introduces higher mathematics.

Basic Mathematics

By Wm. Betz. \$1.48. Ginn.

A one-year emergency course in high school mathematics. Includes arithmetic, algebra, geometry, and trigonometry.

Spherical Trigonometry

By Granville & others. Ginn.

Gives special attention to navigation. Includes 4-place logarithmic and trigonometric tables.

First-Year Algebra

By Hawkes & others. \$1.48. Ginn.

A revised, 1942 ed. of a popular textbook. Ch. I, Introduction to Algebra, and Ch. XV, Graphic Representation, have been rewritten.

Arithmetic for the Emergency

By Ruch-Knight-Studebaker. 64 cents. Scott.

A workbook for review in high school.

Mathematics for the Emergency

By Lapp & others. 80 cents. Scott.

A brush-up workbook for pre-aviation, industry, and college. Dr. Lapp is head of the department of mathematics and physics of the Navy Pre-Flight School (Iowa).

Essentials of Trigonometry, With Applications

By Curtiss & Moulton. \$2.25. Heath.

Basic Mathematics

By W. W. Hart. \$1.52. Heath.

A one-year survey course to prepare for the armed services or for special college training. Very clear and concise.

Mathematics in Daily Use

By Hart & others. \$1.32. Heath.

For 9th grade. A substitute for or an introduction to algebra. A good course in general mathematics.

Plane Trigonometry, Solid Geometry, and Spherical Trigonometry

By Hart & Hart. \$2.60. Heath.

Algebra in Easy Steps

By Edwin I. Stein. \$1.28. Newson.

For use as a basic textbook, supplementary drill book, or diagnostic and remedial practice book. Statements are clear cut. Arrangement saves time of teacher and pupil.

Universal Exercises in First-Year Algebra

Universal Exercises in Plane Geometry

Single copy of each book 40 cents. Am. Ed. Press.

A practice and testing program to accompany any text in algebra or geometry.

Introductory Algebra

By Johnson & Belcher. \$1.28. Laurel.

A new, 1943 ed.

SOCIAL STUDIES

Sound Social Living

By Eva J. Ross. \$2.12. Bruce.

Sociology for Catholic high schools.

The Commonwealth of Nations and the Papacy

By Kurt F. Reinhardt. 25 cents. Bruce.

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Education in the Elementary School

By Hollis L. Caswell. \$2 plus postage. Am. Bk. Co.

Analysis and solution of problems, characteristics of pupils, research findings, bibliography.

Observations in the Kindergarten

By Headley & Foster. Am. Bk. Co.

A workbook-manual for teachers in training and in service.

Developing a High School Curriculum

By Paul R. Pierce. Am. Bk. Co.

How the author organized a high school in an unpromising district. The kind of new-type curriculum he developed.

Training the Speaking Voice

By Virgil A. Anderson. \$2.50. Oxford.

Teaching Physical Education in the Elementary School

By E. B. Salt & others. \$2. Barnes.

Provides activities, methods, and procedures.

Art for the Schools of America

By Harold E. Gregg. \$2. International.

An important discussion of principles, practices, and curriculum for elementary teachers.

Creative Teaching in Art

By Victor D'Amico. \$2.50. International.

A guide and reference book for teachers of art.

General Education in the American High School

By members of the General Education Committee of the North Central Association. \$2.25. Scott.

A survey of the development and changing purposes and curriculums of the high school.

Tests and Measurements in Health and Physical Education

By C. H. McCloy. (2nd ed.) Crofts.

The Defective in Speech

By Barry & Eisenson. \$3. Crofts.

GUIDANCE**Moral Guidance**

By Rev. Edwin F. Healy, S.J. \$2. Loyola.

A new textbook in principles of conduct for colleges and universities. There is a teacher's handbook.

Development and Learning

By Bruce & Freeman. \$2.75. Houghton.

The psychology of childhood and youth.

Aids for Group Guidance

By Wrenn & others. \$1.35. Ed. Test Bureau.

Four sections: Orientation to School, to Others, to Self, to the Future.

Administering the Guidance Program

By Edgar Johnston. \$1.60. Pub. in 1942 by Ed. Test Bureau.

The Continuity of Guidance

By 11 authorities. \$1.25. International.

The function of guidance.

Guidance Methods for Teachers

By Dunsmoor & others. \$2.50. International.

Guidance in the home room and classroom and a core program.

Reading Resources for Counselors

By Arthur E. Traxler. 30 cents. Ed. Records Bureau.

War Supplement to "The Road Ahead"

By L. S. Howard. 20 cents. World. Advice to students on problems of today.

The Rorschach Technique

By Klopfer & Kelley. \$3.60. World.

A manual for a projective method of personality diagnosis.

Children Above 180 I.Q.

By Hollingworth. \$3. World.

Recordings for School Use

By Miles & Lowdermilk. \$1.24. World.

A list with appraisals of commercially available educational recordings.

Guidance Methods for Teachers

By Dunsmoor & Miller. \$2.50. International.

One Hundred Guidance Lessons

By Frank S. Endicott. \$1.34. International.

A discussion manual for high school students and teachers.

Some Notes on the Guidance of Youth

By Rev. D. A. Lord, S.J. \$1.50. Queens.

SOCIAL STUDIES**Gateways to American History**

By Helen M. Carpenter. \$2.25. Wilson.

An annotated, graded list of books for slow learners in junior high school. The author examined about 6000 books from which she selected 200 works of historical fiction and biography and other informational literature.

Why We Are at War

By Preston Slosson. Houghton.

Candle by Night

By Harold J. Matthews. \$3. Humphries.

The story of Kezia Payne de Pelchin, the Texas woman who pioneered in nursing, teaching, and social work.

The Growth of the American Republic

By Morison & Commager. 2 vols. each \$3.50. Oxford.

A revision of an outstanding college text and book for the general reader. Scholarly and accurate.

Light Before Dusk

By Helen Iswolsky. \$2.50. Longmans.

The spiritual resistance in Russia.

France My County

By Jacques Maritain. \$1.25. Longmans.

Present situation in France and hopes for the future.

We Have Been Friends Together
By Raissa Maritain. \$2.50. Longmans.

The wife of Jacques Maritain tells of the search she and her husband made for the truth, their conversion, and of their friends.

Pan American Publications

The Pan American Union, Washington, D. C., publishes many pamphlets and small books useful in the classroom and reference library. We suggest that teachers write to the Union for lists of its publications.

Questions I'm Asked

About Marriage
By Rev. D. A. Lord, S.J., \$1. Queens.

Seeing Our World Through Maps
By Edith P. Parker. \$1.25. Weber.

A map manual to help teachers of geography to train their pupils to visualize their maps and globes.

Face to the Sun

By Arthur R. McGratty, S.J. \$3.50. Bruce.

A novel of the Spanish Civil War, portraying the ravages of Communism in Spain.

The Christian State

By Rev. Augustine Osgnach, O.S.B. (1943) Bruce.

Marriage and the Family

By Dom Thomas R. Hanley, O.S.B. Published in 1942 by Frederick Pustet Co., Cincinnati, Ohio, is a college textbook on Catholic teaching which will interest priests and teachers as well as college students.

The Far-East Series

The American Council of Pacific Relations in cooperation with the Webster Publishing Co. (St. Louis, Mo.) is issuing a series of small books planned as a study of conditions in the Far East and their causes. Books now available are: *Land of the Soviets*, by Marguerite A. Stewart; *Changing China*, by Geo. E. Taylor; *Modern Japan*, by Elizabeth A. Clark. Books on India and Australia are in preparation. The series is edited by Maxwell S. Stewart, associate editor of *The Nation*.

The Catholic Pattern

By Thos. F. Woodlock. \$2. Simon & Schuster.

Medieval Humanism

By Gerald G. Walsh, S.J. \$2. Macmillan.

A History of Social Thought

By Rev. Paul Hanly Furley, \$2.75. Macmillan.

RELIGION**Pageant of the Popes**

By John V. Farrow. \$3. Sheed. Facts about all the Popes.

The Dialog Mass

By Rev. Gerald Ellard, S.J. \$2.75. Longmans.

Death and Life

By Rev. Martin D'Arcy, S.J. \$2. Longmans.

Reasons for believing in a future life and the positive Christian doctrine.

Diplomacy and God

By Geo. Glasgow. \$2.50. Longmans.

Failures in the past and our present opportunity.

Virgin Soil

By Sister M. Regis. \$2. Christopher. A biography of Mother Seton, de-

picting her as the foundress of the Catholic parochial school system in the U. S. A.

Spiritual Readings from Mother St. Paul

\$3. Longmans.

Meditations on the Gospels of Sundays and certain feast days from the *Christi* books.

The Way of the Blessed Christ

By Rev. Vincent Kienberger, O.P. \$2.25. Longmans.

33 meditations on the life of Christ.

Liturgy and Personality

By Dietrich Von Hildebrand. \$2. Longmans.

To be published in the spring of 1943.

The School of Mary

By Rev. John A. Kane. \$2. St. Anthony.

Mary as the mother of soul's.

We Have a Pope

By Rev. C. H. Doyle. \$1. St. Anthony.

A biographical study of Pope Pius XII.

A Chronological Harmony of the Gospels

By Rev. S. J. Hartdegen, O.F.M. \$2.50. St. Anthony.

The Old Testament and the Critics

By E. A. Ryan, S.J. & E. W. Tribbe, S.J. \$1.50. St. Anthony.

The School of Repentance

By Rev. J. A. Kane. \$1. St. Anthony.

Coming in 1943. Companion to *The School of Mary* and *The School of Love*.

The Apostles of Alaska

By Maurice De Baets. Adapted by Mother M. Mildred Welsh, S.S.A. \$2.50. St. Anthony.

The life of Archbishop Seghers.

When the Veil Is Rent

By Most Rev. F. C. Kelley. \$1.50. St. Anthony.

An imaginative account of the after-death realizations of a soul barely qualified for heaven.

We Wish to See Jesus

By Rev. Paul L. Blakely, S.J. \$2. America.

The third series of Father Blakely's reflections on the Gospels for Sundays and feast days.

The King's Advocate

By Simone de Noaillet-Ponvert. Tr. by Mary G. Donnelly. (1943) Bruce.

The story behind the institution of the Feast of Christ the King. **We Stand With Christ**

By Rev. Jos. C. Fenton. (1943) Bruce.

Catholic dogma analyzed.

For Heaven's Sake

By Rev. Gerald T. Brennan. (1943) Bruce.

30 stories to be told to children. **Kwangsi, Land of the Black Banners**

By Rev. J. Cuenot & Rev. Geo. F. Wiseman. \$2.75. Herder.

With illustrations and a map of the Kwangsi Missions in China.

Happy Memories of a Sister of Charity

By Sister M. Xavier Farrell. \$2. Herder.

Autobiographical notes of a follower of Mother Seton.

Concordance to the Bible

By Rev. Newton Thompson & Raymond Stock. \$7.50. Herder.

A new concordance to the Douay Bible.

A Harmony of the Gospels

By Rev. Newton Thompson. \$2.50. Herder.

An Outline History of the Church by Centuries

By Rev. Jos. McSorley. A new book to be published soon by Herder.

MISCELLANEOUS**The Reader's Shelley**

By Carl H. Brabo. Am. Bk. Co. All significant short poems and most of longer poems, notes, bibliography, chronological tables, etc. **My Mother**

By Rev. D. A. Lord, S.J. \$2. Queens.

Fun With Folk Tales

By Gertrude L. Sloane. \$1.75. Dutton.

Six plays for ages 6-12 based on folk tales with directions and music.

An Outline History of Spanish American Literature

By Hespelt & others. \$1.75. Crofts.

A Short History of Music

By D. Ferguson. (1943) Crofts.

Stage Makeup

By R. Corson. \$2.50. Crofts.

The Family That Overtook Christ

By Rev. M. Raymond, O.C.S.O. \$2.75. Kenedy.

A novel by the author of *The Man Who Got Even With God*.

Chats With Jesus (Vol. II)

By Rev. Wm. H. Russell. \$1. Kenedy.

The author lets our Lord give His solutions for modern problems.

A Book of Simple Words

By a Sister of Notre Dame de Namur. \$2. Kenedy.

Points out the "new" things in the New Testament that "were always there."

Hope of Life Eternal

By Sister Monica, Ph.D. \$1.35. Kenedy.

Short daily meditations.

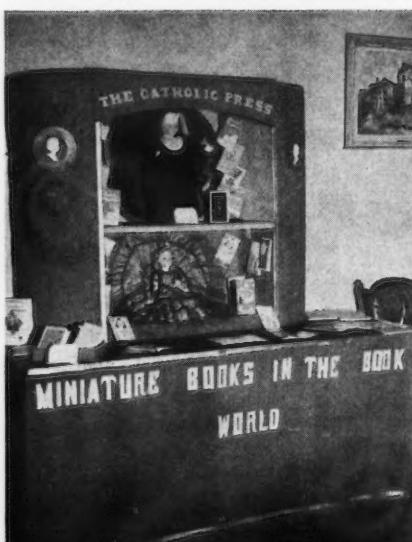
Our Lady in the Modern World

By Rev. D. A. Lord, S.J. \$2.50. Queens.

Mary's relations to modern problems.

Our Part in the Mystical Body

By Rev. D. A. Lord, S.J. \$1. Queens.



A Catholic Press Exhibit Arranged by the Sodality of Villa Maria High School, Villa Maria, Pa. The exhibit was at the Youngstown, Ohio, Library, and repeated by request at Western Reserve University, Cleveland, Ohio.

Publishers of Books Listed

Italics in the following list indicate the abbreviations used in the preceding list of books to designate the publishers.

Boldface type indicates that the publisher has an advertisement in this issue of THE CATHOLIC SCHOOL JOURNAL.

A.L.A. — American Library Association, 520 N. Michigan Ave., Chicago, Ill.

Allied Radio Corporation, 833 W. Jackson, Chicago, Ill.

Allyn — Allyn & Bacon, 50 Beacon St., Boston, Mass.

America — The America Press, 70 E. 45 St., New York, N. Y.

Am. Bk. Co. — American Book Co., 88 Lexington Ave., New York, N. Y.

Am. Ed. Press — American Education Press, 400 S. Front St., Columbus, Ohio.

Ave Maria — Ave Maria Press, Notre Dame, Ind.

Barnes — A. S. Barnes & Co., 67 W. 44 St., New York, N. Y.

Beckley — Beckley-Cardy Co., 1632 Indiana Ave., Chicago, Ill.

Benziger — Benziger Brothers, 26-28 Park Place, New York, N. Y.

Book House for Children, 360 N. Michigan Ave., Chicago, Ill.

Bruce — The Bruce Publishing Co., 540 N. Milwaukee St., Milwaukee, Wis.

"Building America," 2 W. 45 St., New York, N. Y.

Cadmus Books, 15 W. 48 St., New York, N. Y.

Chemical — Chemical Publishing Co., 234 King St., Brooklyn, N. Y.

Christopher — Christopher Publishing House, 1140 Columbus Ave., Boston, Mass.

Churchill — Churchill-Grindell Co., Platteville, Wis.

Columbia University Press, 2960 Broadway, New York, N. Y.

Compton — F. E. Compton & Co., 1000 N. Dearborn St., Chicago, Ill.

Crofts — F. S. Crofts & Co., 101 Fifth Ave., New York, N. Y.

Crowell — Thomas Y. Crowell Co., 432 Fourth Ave., New York, N. Y.

Dutton — E. P. Dutton & Co., 300 Fourth Ave., New York, N. Y.

Ed. Records Bureau — Educational Records Bureau, 437 W. 59 St., New York, N. Y.

Ed. Test Bureau — Educational Test Bureau, 720 Washington Ave., S.E., Minneapolis, Minn.

Farrar — Farrar & Rinehart, Inc., 232 Madison Ave., New York, N. Y.

Fordham — Fordham University Press, East Fordham Road, New York, N. Y.

Gamble Hinged Music Co., 218 S. Wabash Ave., Chicago, Ill.

Ginn — Ginn & Co., Statler Bldg., Park Square, Boston, Mass.

Globe — Globe Book Co., 175 Fifth Ave., New York, N. Y.

Gregg — Gregg Publishing Co., 270 Madison Ave., New York, N. Y.

Grolier — Grolier Society, 2 W. 45 St., New York, N. Y.

Hall & McCreary — Hall & McCreary Co., 434 S. Wabash Ave., Chicago, Ill.

Hammond — C. S. Hammond & Co., Inc., 440 Fourth Ave., New York, N. Y.

Handy-Folio Music Co., 2821 N. 9 St., Milwaukee, Wis.

Harcourt — Harcourt, Brace & Co., 383 Madison Ave., New York, N. Y.

Heath — D. C. Heath & Co., 285 Columbus Ave., Boston, Mass.

Herder — B. Herder Book Co., 17 S. Broadway, St. Louis, Mo.

Houghton — Houghton Mifflin Co., 2 Park St., Boston, Mass.

Humphries — Bruce Humphries, Inc., 306 Stuart St., Boston, Mass.

International — International Textbook Co., 1001 Wyoming Ave., Scranton, Pa.

J. Fischer — J. Fischer & Brother, 119 W. 40 St., New York, N. Y.

Kenedy — P. J. Kenedy & Sons, 12 Barclay St., New York, N. Y.

Kenworthy Educational Service, 45 N. Division St., Buffalo, N. Y.

Laidlaw — Laidlaw Brothers, Inc., 328 S. Jefferson St., Chicago, Ill.

Laurel — Laurel Book Co., 325 S. Market St., Chicago, Ill.

Lippincott — J. B. Lippincott Co., E. Washington Square, Philadelphia, Pa.

Little — Little, Brown & Co., 34 Beacon St., Boston, Mass.

Liturgical — Liturgical Press, Collegeville, Minn.

Longmans — Longmans, Green & Co., 55 Fifth Ave., New York, N. Y.

Loyola — Loyola University Press, 3441 N. Ashland Ave., Chicago, Ill.

Lyons — Lyons & Carnahan, 2500 Prairie Ave., Chicago, Ill.

Macmillan — The Macmillan Co., 60 Fifth Ave., New York, N. Y.

O. B. Marston Supply Co., 324-26 N. Central Ave., Phoenix, Ariz.

McCormick — McCormick-Mathers Co., 1501 E. Douglas Ave., Wichita, Kans.

Mentzer — Mentzer, Bush & Co., 2210 S. Park Way, Chicago, Ill.

Merriam — G. & C. Merriam Co., 10 Broadway, Springfield, Mass.

Merrill — Chas. E. Merrill Co., 373 Fourth Ave., New York, N. Y.

Messner — Julian Messner, Inc., 8 W. 40 St., New York, N. Y.

National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington, D. C.

Newson — Newson & Co., 72 Fifth Ave., New York, N. Y.

Noble — Noble & Noble, 100 Fifth Ave., New York, N. Y.

Oxford — Oxford University Press, 114 Fifth Ave., New York, N. Y.

Pan American Union, Washington, D. C.

Prentice — Prentice Hall, Inc., 70 Fifth Ave., New York, N. Y.

Frederick Pustet Co., Inc., 436 Main St., Cincinnati, Ohio.

Quarrie — The W. F. Quarrie Corporation, 35 E. Wacker Dr., Chicago, Ill.

Queens — The Queen's Work, 3742 W. Pine Blvd., St. Louis, Mo.

Romig — Walter Romig & Co., 14 National Bank Bldg., Detroit, Mich.

St. Anthony — St. Anthony Guild Press, 389 Main St., Paterson, N. J.

St. Francis — The St. Francis Bookshop, 1615 Republic St., Cincinnati, Ohio.

Scott — Scott, Foresman & Co., 623 S. Wabash Ave., Chicago, Ill.

Scribner — Chas. Scribner's Sons, 597 Fifth Ave., New York, N. Y.

Sheed — Sheed & Ward, 63 Fifth Ave., New York, N. Y.

Silver — Silver Burdett & Co., 45 E. 17 St., New York, N. Y.

Simon — Simon & Schuster, Inc., Rockefeller Center, 1230 Sixth Ave., New York, N. Y.

South-Western — South-Western Publishing Co., 201 W. 4 St., Cincinnati, Ohio.

Warp — Warp Publishing Co., Minden, Neb.

Weber — The Weber Costello Co., Chicago Heights, Ill.

Webster Publishing Co., 1808 Washington Ave., St. Louis, Mo.

Wildermann — C. Wildermann Co., 33 Barclay St., New York, N. Y.

Wilson — The H. W. Wilson Co., 950 University Ave., New York, N. Y.

World — World Book Co., 333 Park Hill Ave., Yonkers, N. Y.



— Photo, courtesy De Pere Journal-Democrat

The "Red Pieta." A painting by Lester W. Bentley, of Two Rivers, Wis., for the post-office at De Pere, Wis. The picture represents a French pioneer holding the body of the Indian who lost his life in rescuing from fire the silver monstrance which Nicholas Perrot gave to the Jesuit mission.

Practical Aids for the Teacher

The Ten Commandments in Nature and in the Gospels

Rev. Daniel Hannin, S.J.

Many children leave school with the idea that the Ten Commandments are an invention of the Church or extra burdens imposed on poor suffering mankind by God. They think that if there were no Commandments what a wonderful time everybody would have. A girl in class said to me, "Father, do Protestants have to keep the Ten Commandments?" Pupils do not realize that the law of God is essential for life, that it is as necessary as hands or feet.

God so constructed man's mind that he would readily recognize the obligations of the moral order. St. Paul says, "The Gentiles who have not the law (commandments of the Jews) do naturally what is the law. They show the works of the law written in their hearts." Cicero, a pagan, asserts, "For this, gentlemen, is not a written law but innate in us. . . . We have not been taught it by instruction; it has been implanted in our very nature." Pope Leo XIII, speaking of human liberty, said, "Foremost comes the natural law written and engraved in the heart of every man."

This natural law is the Ten Commandments; they are as much a part of our nature as eating or drinking. God only rewrote on tablets of stone what He had first printed in the hearts of men. God's law or the Decalogue is absolutely essential to man; without it life would be a chaos. Today in our cities if there were no traffic regulations, disaster would result. So, too, the Commandments point out the way man ought to live, the things he must do or what he must avoid.

They are not burdens to weigh us down but rather directions to keep us on the right road. Signposts are not considered useless, yet they are not as important as the natural laws. If lying, stealing, murdering, adultery, and disobedience were not wrong, how could men live together? Picture to yourself a country in which all of the above were practiced. What would be the result? Why do even pagans and those who are anti-Catholic believe that the catalog mentioned above is wrong? The pupil will give you the answer. Every human being in his conscience knows that they are wrong and God gave us our conscience.

In every part of the world we find that men are following these laws. God must be worshiped; murder, adultery, false testimony, and blasphemy must be abolished. If any of these Commandments are neglected, an unnatural state arises just as the neglect of food causes the body to grow weary. Examples can be given of people and nations who fail to keep some of these natural laws. What has happened to them? Civil war, strife, and even the present war can be traced to the ignoring of the natural commandments, the Decalogue.

The plant or the tree that does not have the proper food or the right conditions for its growth will never attain its full develop-

ment. If the ingredients of mortar are not in proportion, the bricks will not stay together. The child who is not taught to read will not be an educated man. The human being who does not follow the Commandments will never reach the full rational status of adulthood. A 12-cylinder car runs noisily on ten, so a Ten-Commandment man goes staggering through life on six or seven.

Therefore, to keep the Commandments is just as natural as walking or sleeping. To ignore them or to break them is to do an injury to ourselves. The pupil should be taught to see that the laws of God are not burdens but indispensable aids, directions given to us for living as creatures of God. The universality and the unchangeability of these fundamental principles are founded on the very nature of man. As long as there are men there will be Commandments.

The pagan, the Jew, the Protestant must keep the Commandments because the laws or natural principles are part of their being. The Catholic, who is a Christian and true follower of Christ, must keep them in the manner Jesus desired (Come, follow Me). How did Christ want us to observe the Commandments? The answer will be found in the Gospels. The Catholic pupils studying them should have their Bibles open on the desk, ready to consult, to find out, what Christ said about each Commandment.

Christ is the greatest moral Teacher and He reaffirmed the binding force of the Ten Commandments. Love of God and love of our neighbor are the two great themes of His life. By example and by word He clarifies each Commandment. (I came not to destroy but to fulfill the law.) "He therefore that shall break one of these least Commandments and shall so teach men, shall be called the least in the kingdom of heaven." The whole fifth chapter of St. Matthew is a commentary on the Decalogue. It is surprising how many religion teachers divorce Christ from the Catechism. The connection between the life of Christ and the daily lesson is forgotten. Jesus is left out of the

practical and admitted into the historical. Using the Gospels, let us illustrate by a few examples what Jesus said or taught about each Commandment.

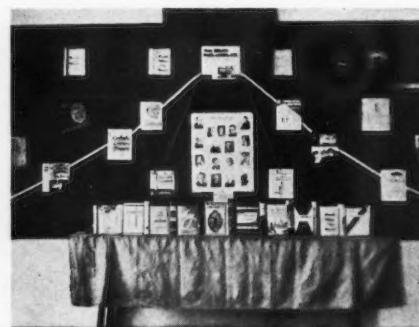
First Commandment: Jesus answers the doctor of the law, "Thou shalt love the Lord thy God with thy whole heart and with thy whole soul and with thy whole mind. This is the greatest and the first Commandment" (Matt. 22:27). Christ showed respect for His Father: "I honor my Father" (John 8:49); "Father glorify Thy name." In Luke 16, Jesus tells His disciples that no man can serve two masters, that is, God and money. Under this law comes the necessity of praying. The evangelists record how Christ prayed at the most important times in His life. There are those famous words of His, "We ought always to pray and not to faint." "Ask and it shall be given to you." In the parables Christ points out that humility and perseverance are requisites. The well-known story of the Pharisee and the publican in the temple (Luke 18) and the man who desires to get bread in the middle of the night and persists in knocking at the door illuminate these two prayer conditions (Luke 11:5). The eighteenth chapter in St. Luke is a sermon on prayer.

Second Commandment: The Jews abhorred blasphemy; therefore, whenever Christ enumerates the different types of sins this one is always included (Matt. 15:14). He warns His hearers that out of the heart comes blasphemy. He tells them not to swear (Matt. 5:36). His respect for the holy name of God is shown by His frequent appeals, such as, "Father glorify Thy name." When the Apostles ask Him to teach them to pray, He includes in the prayer the petition "Hallowed be Thy name" (Matt. 6:2).

Third Commandment: By concrete example, Jesus illustrates the law of going to church at the prescribed time. He approves of external worship and also gives us the proper interpretation of the sabbatical rest. He is circumcised, presented in the temple, and goes down with His parents at the appointed periods to Jerusalem (Luke 2). He teaches in the synagogue at Nazareth (Mark 6).

Fourth Commandment: One of the questions that our Lord asks the rich young man is, "Do you honor your father and mother?" (Matt. 15:4.) His own life at Nazareth was summed up in this brief sentence, "He was obedient to them" (Luke 2:51). His first miracle at Cana is performed through respect for His mother. On the cross, His last thoughts are for her safety: "Mother, behold thy son. . . . Son, behold thy mother" (John 19:36). Even to the civil government He gives full obedience in its own sphere: "Render to Caesar the things that are Caesar's" (Matt. 12:17) and He pays the tax demanded by the collector (Matt. 17:23).

Fifth Commandment: No other is so fully explained, so richly illustrated by sentence and parable. "And the second is like unto this. . . . Thou shalt love thy neighbor as thyself" (Matt. 22:27). Hatred, revenge, and quarreling are forbidden by Christ while peace, forgiveness, and love are extolled: "Love thy enemies, do good to those that hate you" (Luke 6:21). "Bless them that curse you." "Blessed are the peacemakers."



A 1942 Display for Catholic Press Month at St. Mary's Academy, Milwaukee, Wis. Arranged by freshmen members of the Library Club.

In our days of strife, the parable of the unforgiving servant and that recorded in the tenth chapter of St. Luke, verse 29, will bring home the teaching of Christ. Even on the cross, He forgives, "Father, forgive them for they know not what they do." The heights of forgiveness are scaled in the story of the prodigal son (Luke 15).

Sixth Commandment: Like blasphemy, adultery is always included in the catalog of sins recorded in the Gospel. Moreover, in Matthew 19, Christ strongly urges the indissolubility of the marriage bond. "What God has joined let no man put asunder. . . ." Purity not only of body but also of heart is demanded by Christ: "Blessed are the pure of heart for they shall see God" (Matt. 5:8). "For from the heart come forth evil thought, murders, adulteries" (Matt. 15:19). The whole nineteenth chapter of St. Matthew should be read.

Seventh Commandment: This law is so evident that Jesus takes it for granted that His hearers observe it. However, He does mention it as we find in Luke 18:9 and Matthew 10:19.

Eighth Commandment: Against false witnesses Christ strikes hard and it is well to note that it is false testimony which condemns Jesus to death. Listen to His words: "Judge not, that you may not be judged; condemn not, that you shall not be condemned. . . . And why seest thou the mote in thy brother's eye but the beam in thy own eye thou considerest not?" (Matt. 7:1-3.) "Whoever shall say thou fool, shall be in danger of hell fire."

Ninth and Tenth Commandments: Covet-

ousness of lust and money are severely censured by Christ: "Take heed and beware of all covetousness, for a man's life does not consist in the abundance of things which he possesses." In the same chapter (Luke 12) He emphasizes this point by a parable and then shows us how the providence of God looks after all. The dangers of riches are described frequently, the story of Dives and Lazarus and of the rich man who filled up his barn are only two of many. Poverty of spirit is advocated: "Blessed are the poor in spirit" (Matt. 5) and "God knoweth your hearts and that which is high to men, is an abomination before God" (Luke 16:15).

Conclusion: After the student has grasped the first two points; namely, that the fulfillment of the Commandments is necessary for the preservation of society and that a Catholic ought to observe them in a Christian manner, let him assimilate the third: Christ will help him to keep the Commandments. Our Lord knew that at times we may be inclined to fall, therefore He says, "Come to Me all ye that labor and are burdened." "Ask the Father anything in My name." His promise of eternal life for those who receive Holy Communion is a bulwark against raids into forbidden fields. To approach the Holy Table we must be in a state of grace; that is, we observe the Commandments.

When the pupil studies the great laws in this manner, he brings Christ down from the historical pedestal and into practical life. Christ's place is in the everyday world, not on dusty library shelves. "O Jesus, greatest of all teachers, help me to know and to keep the Commandments."

"Then all this water is just tears!" exclaimed Allen.

The rabbit nodded and Allen continued, "Since this water is tears, it has more sodium chloride in it than anything else and it really isn't suitable to drink."

Big tears swelled up in the rabbit's eyes as he said, "This is the only thing in the world that I own."

"Now don't worry," comforted Allen. "I can help you. You shouldn't sell such salty water for drinking, but you can make loads of money by selling the salt."

"Boo hoo!" started the rabbit again. "How will I get the salt out to sell it?"

"Now don't be a baby," admonished Allen. "I'll tell you. It's done by the process of evaporation. You just keep the pool out and soon all the water will evaporate and only the salt will be left. Now, isn't that nice?"

"Oh, thank you," cried the rabbit. "I'll start right away. You have saved me and my poor family from ruin."

"That's all right," said Allen. "But tell me, how do I get out of here?"

"Just follow your nose," said the rabbit, as he merrily ran off.

3. A Caucus Race and a Long Tale

As Allen walked along, he became aware of the fact that something great must be happening, because he saw a great crowd gathered around a race track where all kinds of beasts were running in all directions.

"What are they doing?" he asked of a bystander.

"They! Oh yes, you mean they! They are having a caucus race. But then, you don't know what that is either. It's a long tale."

"Oh, please tell me," begged Allen.

So the bystander began. "They had an argument yesterday about the amount of water in different foods. Rabbit said that there were vegetables that were almost all water while Bear said that fruits were all water. Then, too, Chipmunk maintained that meat had water in it. So, now they're having a race to find out."

"Why, that's simple," exclaimed Allen. "They're all right!"

"What! Tell me!" cried the other.

"Well," began Allen, "steak is 60 per cent water and salmon is 59 per cent water. Cheese has 33 per cent; butter, 13 per cent; milk, 87 per cent; oatmeal, 7 per cent; peas, 78 per cent; squash, 86 per cent; tomatoes, 96 per cent; and corn, 81 per cent. So you see, they were all right."

"Ha! Ha!" laughed the bystander, "aren't they silly."

4. Advice From a Caterpillar

Allen continued roaming about until he came to a leaf on which was sitting a little yellow caterpillar.

"Hello there," cried the caterpillar.

"Hello," answered Allen.

"I want to tell you something," said the caterpillar.

"Go ahead," answered Allen.

"Don't ever be a blond."

"Why?"

"Why? Because if you are a blond like me, your hair changes length too often. You see, according to the humidity, that is the amount of water vapor in the air, my hair changes length. If there is as much water

Allen in Waterland

Frances Flanigan

Dedicated to All Those Who Have Made Use of the Great Classic From Which This Was in Part Copied

Contents

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1. Down the Rabbit Hole

Once upon a time Allen was sent by his father down to the near-by spring to get some fresh water. Since he was a good little boy, he went merrily along the road. Occasionally he stopped to look at items of interest but always he kept the bucket in his hand.

Suddenly, as he looked up into the air, he saw a large butterfly and he knew that here was the chance to do last week's biology assignment. So he ran after the insect as fast as he could, but the butterfly always seemed to escape. But Allen was not easily discouraged, and continued his chase. Then the butterfly seemed to stand almost still in

the air so, hand outstretched, Allen ran up to get him when suddenly he felt himself falling down a deep hole. Various signs on the way down assured him that he was really in a rabbit's hole.

Allen, being a very excellent student of physics, knew that he would reach ground soon so he did not even try to get out. He was very right, too, for in another moment he was lying out on the ground. It was broad daylight and the only sound he could hear was someone's voice from around what appeared to be a large rock. Allen decided to investigate.

2. The Pool of Tears

As Allen rounded the corner he saw a little rabbit all dressed in green sitting on a small raft in the middle of what appeared to be a pool. As Allen drew near, he heard the rabbit saying, "These waters will cure all your ills. The fountain of youth couldn't do better! Taste it and see if it hasn't a pleasant taste. Come on, little boy, don't be afraid." This last he yelled as he spied Allen.

Allen went right up to the pool and using a glass that was handed him, he tasted the water.

"This water won't help you," he cried up to the rabbit.

"It will too!" screamed back the rabbit.

"Where did you get it?" demanded Allen.

"An elephant hurt its toes so badly one day that it cried this big pool of water here."

in the air as it possibly can hold, the air is saturated and then my poor hair gets a few inches longer. Then, too, I get so comfortable when there's just a little water vapor in the air, and when the air is saturated, I feel very bad indeed. To help national defense, though, I'm considering sending a few samples of my hair to Washington. You know, they use it for delicate hygrometer machines. But remember, don't ever be a blond. You hair is really annoying when it gets longer."

"I'll remember." And Allen left on his way.

5. Pig and Pepper

Allen wandered down many roads till he finally heard sounds of voices. To his surprise, he saw a pig and a pepper talking together. He was sure that this unusual pair would be discussing things of interest, so he kept very quiet and listened.

"It's my very best friend," the pig was saying. "It comprises most of my food and were it not for it I would die of thirst. It's really that which keeps me so healthy. I drink plenty of it all day long, so I never take cold. Then, too, when it is combined with soil it makes a lovely mud pack for my skin."

"Well, it's still my friend too," replied the pepper. "I refuse to be jealous. It makes the earth soft so my roots can get through and it gives me strength to grow. Then, too, when it comes out of the sky, it is very pure so it helps me keep my beauty too."

"Who is this friend?" blurted out Allen without thinking.

"Why, water, of course," said the pig and pepper in horror and they wondered how anyone could be so stupid.

6. The Rabbit Sends in a Long Bill

After leaving the pig and pepper, Allen went down to a little shack that stood at the bottom of a hill. There he saw a big white rabbit waving his arms and yelling fiercely. As he drew nearer, he heard the rabbit say, "Hurry, Bill, bring all that you can get out. You still have time."

"What are you doing, Mr. Rabbit?" inquired Allen.

"Bill is having a race trying to see how many different waters there are, and I'm encouraging him. So far, he has three; wet water, ice, and steam."

"But, they're all the same, Sir," ventured Allen. "Water is the liquid state of the compound, water; steam is the gaseous state, and ice is the solid state, but they are really all the same thing. At ordinary temperatures it's water; at higher, it's steam, and at a very low temperature, it turns to ice, but it's really all the same."

"My, my," said the rabbit, "I'd better tell Bill." And he did.

7. A Mad Tea Party

Allen then proceeded up to the top of the hill where he saw a party going on. By all appearances it was a tea party, for all were drinking out of tiny cups and there were steaming teapots sitting around.

"But," he heard, "coffee and tea have nothing in common, and I simply won't drink your tea." This was from a very severe looking old lady, but nevertheless, Allen approached her and said, "I hate to seem impudent, Madam, but you are very

wrong. Coffee and tea do have one big thing in common and that thing is water. In fact, were it not for water in some form or another, you would have nothing to drink. Water is the universal solvent in which almost anything can be dissolved. The thing dissolved is called a solute and the whole mixture, a solution. Since coffee is mostly water and so is tea, you shouldn't mind drinking either of them."

"You are impudent, and I won't drink tea," cried the old lady and off she went in search of coffee."

8. The Queen's Croquet Grounds

A short distance from the tea party was the queen's croquet grounds, so Allen hurried over to look at them. They were really beautiful. Instead of being made of grass and soil, they were entirely crystals. Allen wondered for a moment how this could be, but then ahead, he saw a sign, "Water of Crystallization used here exclusively." Down further on the side, the whole thing was explained. Some substances tend to take on water, and when they do, they become crystallized. They all have definite shapes, such as cones, rhombuses, or similar figures. These crystals were extremely beautiful and were in all colors—many blue and pink. Allen wondered whether or not they would not melt but then on ahead he saw another notice, "No matches or fires allowed." It seems that if a fire were applied to the crystals all the water of hydration would be driven off and the beautiful crystals would become fine powders.

On top of one large blue crystal, Allen saw a mock turtle crying and he decided to go over and investigate.

9. The Mock Turtle's Story

The mock turtle was crying and crying when Allen reached him and asked what was wrong. Then he began his story. "I saw the saddest thing today and it has completely unnerved me. A man came down to the duckpond and put something he called "aerosol" on Donald Duck's back. When Donald got into the water to swim across the pond, he couldn't stay afloat and he sank down to the bottom of the sea. Boo! Hoo! I'm afraid that maybe it was ghosts and they'll get me next."

"Don't worry, little mock turtle. It wasn't a ghost; it was just a new chemical discovery. It's a new way to make water better. Ordinarily a duck's back won't hang onto water, but with this on, it will. The duck gets wet to the skin and drowns, but nothing will happen to you, so don't be bothered."

"I won't, for come to think of it, it was a ducky little scene." And off ran the mock turtle over the blue crystals without another thought.

10. The Lobster Quadrille

Down on a low crystal plain were four little lobsters playing about, so Allen went down to watch them. "Now this quadrille is hard," said one. "But we can do it."

"The trouble is that it's hard to get you two hydrogen sisters in with both oxygen brothers. I know you both like the same one but that way there are only three atoms of you together and that makes water."

"If the four of us can get this quadrille

together and keep it together without letting that one oxygen brother slip out we will have hydrogen peroxide. But we'll have to be careful, so watch."

Allen, too, watched, and he noticed that since all four were not really paying attention often only three went together and formed water. The two hydrogen sisters were inseparable, but they wanted to dance only with the one oxygen brother. At other times, though, all four managed to get together for hydrogen peroxide, even if it was hard to make the disliked oxygen brother stay. After Allen got tired watching the four lobsters, he went in the direction of some loud crying which pierced the entire hill.

11. Who Stole the Tarts?

As Allen drew nearer he could hear someone calling out very plainly, "Who stole the Tarts?" Ahead he saw the cook looking very much disturbed.

"Can I help you?" asked Allen very politely.

"Yes, you can tell me what happened to my tarts. I had them under a whole layer of water and now they're gone. I want to know how the water got off them."

"Well, let me think," murmured Allen. "If they were undissolved solids, they could have been filtered out or if they were solids dissolved, they could have been left after the water was distilled. Distillation is a process of condensing a substance to a gas and then cooling the gas back to a liquid. The dissolved matter would have been left. Then, too, they might have been left after coagulation had taken place. If they were bacteria, chlorination would have killed them; so I really don't know what to tell you. After all, they were your tarts and so it's up to you to not only classify them but to find them too, for I simply must go home. My father is waiting for me. Goodbye."

12. Allen's Evidence

Allen finally found a stairway going up from Waterland and ran up very quickly for he knew his father would be waiting for the water he had been sent to get. After filling his pail with water he took it to his father, who said, "Some day, son, you will learn all about water."

But little Allen just laughed and laughed, for he knew that he knew all about water.



A 1942 Catholic Press Month Display at St. Joseph High School, Ironton, Ohio.

Tests and Reviews in Sociology

Sister M. Loyola, O.S.M.

Chapter 14

1. Poverty means the entire deprivation of the means of subsistence. *False.*

2. A pauper is one who being poor and destitute seeks public aid. *True.*

3. Outdoor relief means the care of the sick and the poor in their own homes or in foster homes. *True.*

4. In the United States indoor relief is given to the aged poor and vagrants, to the sick poor, to orphans, to the handicapped, and defectives. *True.*

5. Well-organized charitable agencies duplicate the services given by other agencies. *False.*

6. The Social Service Exchange is a central index system which prevents duplication of relief given to the poor and needy. *True.*

7. The Community Chest is the name given to the central money-raising organization for financing the social work in a community. *True.*

8. A dependent is one who receives private and even public charity assistance from others than the immediate family. *True.*

9. Poverty is an evil that can be wholly eliminated. *False.*

10. Since poverty usually undermines physical and mental ability, it is important that society should try to abolish it. *True.*

11. Indoor relief is the care of the sick and needy in institutions. *True.*

12. Poverty will always exist because there will ever be inequalities among mankind, and man will always be subject to unforeseen contingencies, while in the spiritual domain some will always succumb to temptation. *True.*

13. Modern social case work consists merely of dispensation of alms and provision for immediate needs. *False.*

14. A reorganization of our industrial and social system is needed if widespread poverty is to be abolished. *True.*

15. The natural unit for Catholic social service is the diocese. *False.*

16. Even in the seventeenth century some of the Sodalities of Our Lady were just as scientific in their methods of giving outdoor relief as any modern relief agency. *True.*

17. Usually contributors to the Community Chest Fund are promised that during the ensuing year they will be immune from further solicitation by agencies within the federation. *True.*

18. Social Service Exchange, Confidential Exchange, and Central Index are names given the system to prevent duplication of relief. *True.*

19. Pensions for the aged and Mothers Aid given to widows with children are examples of Indoor Relief. *False.*

20. One of the greatest problems of social workers is the obtaining of funds to carry

EDITOR'S NOTE. These statements in the form of true-false tests are based upon the chapters in "Rudiments of Sociology" by Eva J. Ross. The correct answer is given after each statement. Used with the answers, the statements will serve admirably as a review or outline of sociology. Without the answers, they supply excellent material for tests or examinations.

This is the conclusion. Previous questions were published in May and June, 1941.

on their work, and group financing of private charities has proved an effective way of removing this disability. *True.*

Chapters 15 and 16

1. The defective is a general term to describe the physically handicapped and the mentally deficient who need very special training and care. *True.*

2. Catholics have a particular duty in regard to the defective because they usually need indoor relief, and unless a Catholic environment is provided many will lose their faith. *True.*

3. Imbeciles are the lowest type of the feeble-minded, those whose mental age never goes beyond that of a child 2 to 3 years old. *False.*

4. Since there is no sharp dividing line between the normal person and the high-grade moron, it is difficult to estimate the number of mental defectives in the United States. *True.*

5. Mental defectives need protection from harmful influences all their life, for they rarely attain the measure of prudence necessary to take care of their own affairs. *True.*

6. Effective treatment for insanity can usually be provided only at home and not in a hospital. *False.*

7. The deaf who are taught lip reading or a combination of lip reading and sign language, can usually take their place in the world and suffer little from their handicap. *True.*

8. It is now generally recognized that the blind need special training and care and that this training should start with kindergarten. *True.*

9. Heredity undoubtedly plays an important part in mental deficiency, but there are many other causes also, such as prenatal injuries or defects. *True.*

10. A delinquent is one who, by committing a felony or a misdemeanor, transgresses a civil law. *True.*

11. Serious crime such as burglary, robbery, homicide, brutal assault, treason, and arson, is called felony. *True.*

12. The state has two obligations in the punishment of crime—that of justice and that of charity. *True.*

13. Prisoners should receive no pay for prison labor. *False.*

14. Best modern penal methods aim at reforming the delinquent. *True.*

15. A delinquent on probation remains free but is under the supervision of a court official called a probation officer. *True.*

16. Probation and parole have the same meaning. *False.*

17. The state has a right to punish delinquents and may even exact capital punishment when a heinous crime has been committed. *True.*

18. Prison camps originated as a result of overcrowding in prisons and have proved most beneficial for the health of the prisoners. *True.*

19. Crime itself is inherited. *False.*

20. Parole is not pardon. If the prisoner does not behave properly, the parole may be withdrawn and he must return to the prison to finish his term. *True.*

Chapter 17

1. No other country in the world is composed of so many different nationalities as our own. *True.*

2. The Indians are the native Americans. *True.*

3. In the years from 1820-1930 the largest number of immigrants came from Canada and South America. *False.*

4. At first our country welcomed everyone who wished to come, but since 1882 laws restricting the number have been passed. *True.*

5. The 1930 census showed that 32 per cent of our total population are white people of foreign parentage. *True.*

6. Immigrants should not be encouraged to live together in national groups. *False.*

7. The relative number of Orientals in the country is small and they are largely confined to the Pacific coast. *True.*

8. Immigrants should be encouraged to preserve the best in the culture which they have brought with them from their native lands and their folklore and dances, their language, and their occupational pursuits, for it makes our culture rich. *True.*

9. There is no economic discrimination against the Negroes in the United States—they are employed under the same conditions as the whites. *False.*

10. In the North, Negroes are received in the public schools but are often denied admission to colleges and universities. *True.*

11. Canon or Church law requires a Catholic education for the Negro. *True.*

12. Negroes have made notable achievements—the long list of Negro inventions and literature is very impressive and should remove our false impression of Negro ability. *True.*

13. In the United States the Negroes have the same opportunities in education as the whites. *False.*

14. Orientals provide the worst race problem, for their notions of God, of marriage, the home, and the state, are all different from our concepts. *True.*

15. Foreign-born children automatically become citizens upon the naturalization of their father and any child who is born in the United States even though his father be an unnaturalized foreigner, is considered an American by birth. *True.*

16. Immigrants are never deported for a technical reason due to the fault of American officials in other countries. *False.*

17. The conservatism and clannishness of immigrants has been a great obstacle to their absorption and Americanization. *True.*

18. A deportee is never allowed to enter the country again. *True.*

19. The quota immigration laws do not separate families. *False.*

20. The domestic problem arises because the children become Americanized faster than their parents — neglect to use their native language and are undisciplined out-of-school hours and thus frequently become delinquents. *True.*

Chapter 18 and Postulates

1. God did not endow us with self-sufficiency; hence we have need of others. *True.*

2. Since society offers us comforts and advantages we owe a duty to society to try to further its progress. *True.*

3. Catholic Action consists only in the pursuit of personal Christian perfection. *False.*

4. Catholic Action is the extension of the Kingdom of Christ on earth — the participation of the laity in the apostolate of the hierarchy. *True.*

5. The Christian once trained must spend outside of himself the life that he has received — he must carry Christianity everywhere, into every field of life. *True.*

6. The most important part of Catholic Action for us is prayer for ourselves and trying to become as good as possible in order to give good example to others. *True.*

7. Catholic Action is something new; only recently have the laity participated in the apostolate of the hierarchy. *False.*

8. In numerous encyclicals, particularly in the social encyclicals, of recent years, the popes have urged us to make a study of social questions. *True.*

9. In the United States the central organization for Catholic Action is the National Catholic Welfare Conference at Washington. *True.*

10. The Church is interested in social problems because they concern man not merely from the viewpoint of justice but also from that of charity. *True.*

11. Aid given to the sick, the disabled, and defectives would not be works of Catholic Action. *False.*

12. The Catholic delinquent who has neglected his religious duties needs special friendship and encouragement, for only by returning to the practice of religion will he be truly reformed. *True.*

13. A postulate is a truth or fact which is necessary for the study of a subject, and which is proved in the study of that subject. *False.*

14. The first form which active Catholic Action should take is prayer for others. *True.*

15. The idea of evolution of man's body from inorganic matter is a theory only, for it has in no way been proved. *True.*

16. There are "missing links," beings in a halfway stage between the purely animal life and manhood. *False.*

17. Between man and the ape, while there are many apparent similarities, there are also many differences, the most striking of which is that man is the only truly erect animal. *True.*

18. If man is given a certain heredity and environment, he is bound to become a criminal or a good citizen. *False.*

19. Conscience interprets the natural law for us. We are under its sovereign authority, and our mental integrity is impaired if we refuse to do what is presented to our mind as right, and therefore necessary for us to do. *True.*

20. The whole human race is descended from Adam and Eve, and this unity of human origin is absolutely conformable to all scientific evidence. *True.*

Final Test

I. List the six postulates of sociology and explain each.

II. What is the family allowance system?

III. List the five conditions of a just strike.

IV. Which are the four factors in production?

V. Write a sentence about each of the following: (1) seasonal employment; (2) sweated labor; (3) trade-union; (4) Rochdale pioneers; (5) living wage; (6) Catholic action; (7) Booker T. Washington; (8) Jim Crow car; (9) indoor relief; (10) delinquent.

VI. Write 150 words on either topic: "Defectives" or "The Race Problem."

WHAT IS A LIBRARY?

A library: where the thirsty may drink deep at the perpetual fountains of inspiration.

A library: where the hungry may eat and be filled at a banquet spread by the greatest geniuses of the world, without money and without price.

A library: where the ambitious may find a Jacob's ladder leading up to clouds of glory.

A library: where those who are eager for learning may dig deep in the inexhaustible mines of the accumulated wisdom of the ages.

A library: where the humblest youth may seize the golden key which admits him to stately halls where he may hold familiar converse with the intellectual giants of all time.

A library: which is itself an open door which admits the world's democracy to the universal aristocracy of intellect.

Let no one who lives in this land where free public libraries are within the reach of all, talk about lack of opportunity.

— W. B. Millard

VII. Prove that man has a natural right to property — by discussing: (1) God's sanction; (2) man's right to life; (3) man as a social being; (4) man is subject to vicissitudes in life; (5) man is endowed with intelligence.

VIII. (a) What is the fundamental error of the Collectivists? (b) distinguish between poverty and destitution.

IX. Identify the following terms: (1) idiot; (2) moron; (3) social service exchange; (4) community chest; (5) social settlement; (6) arbitration; (7) insanity; (8) George Washington Carver; (9) monogamy; (10) buddhism.

X. True-False:

T 1. In the North, Negroes are received in the public schools but are often denied admission to colleges and universities.

T 2. Any child who is born in the United States, even though his father be an unnaturalized foreigner, is considered an American citizen by birth.

F 3. A defective is one who lacks the means of subsistence.

T 4. Special courts, judges, and probation officers are usually provided for juvenile delinquents.

T 5. The state has a right to punish delinquents and may even exact capital punishment when a heinous crime has been committed.

F 6. Prisoners should receive no pay for prison labor.

T 7. A trade-union is an occupational group formed by workers for the maintenance of working conditions.

T 8. Collective bargaining is bargaining by representatives of the trade-union with the employer.

F 9. Poverty is the entire deprivation of the means of subsistence.

T 10. Outdoor relief is the care of the sick in their homes or in foster homes.

T 11. The Church is the divinely appointed educator and has a duty and a right as regards education.

T 12. Recreation is the expression and satisfaction of our desires by the employment of our time as we think fit.

F 13. Nationalism is not natural to man, leads to war, and should be abolished.

T 14. God sanctioned the ownership of private property by two commandments which presuppose its existence.

F 15. In most states in the Union, the Catholic schools receive tax allotments in proportion to the pupils in attendance.

T 16. It is not unreasonable to expect that Catholic schools which meet the ordinary demands of the country should receive their share of tax payments allotted for educational purposes.

F 17. Social and psychological environment are distinct from physical environment.

T 18. Socialists and Communists are Collectivists.

T 19. Bad debts in the Credit Union are rare because loans are made only to members, and members must have good characters and give collateral if possible.

F 20. Trade-unions have always been legal as it was recognized that workers needed protection.

What the Business Correspondent Should Read

Wholesome Advice for the Stenographer or Secretary

Sister M. Heladia, O.S.F.

Before a man becomes proficient in any field of learning he must be a good reader. No training can give all the information or produce all the qualities that a successful business correspondent should possess. But it is pretty evident that it is reading upon which he must depend for a very large part of what he wants.¹

Reading gives one a wider range of words and a familiarity with their uses and meaning. Such wider knowledge will help one to get away from the old, time-worn, stereotyped, useless expressions that are so common in business letters. It will enable him to use new words, those that are full of meaning and that stamp the letter at once as being different and better than the ordinary. From this, however, it must not be inferred that one can use unusual, showy, complex words. These will call attention to themselves rather than to the message and distract from the value of the letter. So, too, with new words; one should be careful before adopting them.²

Again, we learn the importance of being a good reader from an article, "Can I Learn to Be a Writer?" by Stephen Leacock. He attempts to answer repeated questions, with results that will prove helpful in many a theme course and in "business letters." He gives this suggestion regarding reading. He says, "Learn to admire and linger on the works of others. If it is true that Shakespeare (so he said) often found himself admiring this man's work and that man's scope," there is no doubt that the process helped to make him Shakespeare.³

Reading and more reading will give a secretarial worker a broad educational training. A secretary who demonstrates to his superior that he is well informed is at a distinct advantage.⁴

A man who reads widely acquires the ability to think; to think in an original way, to think in a manner that will enable him to express judgment because of having read human nature, and because he possesses the characteristic of judgment, the ability to read man's nature, optimism and willingness to see two sides. But not all who have ability to think possess the second essential, ability to express in writing. This is absolutely necessary for a correspondent. The acquisition of this ability to express in writing is helped by reading and studying standard literature, trade literature, general magazines, letters, and miscellaneous literature.

By standard literature we mean books. First and foremost among them stands the Bible. As a literary masterpiece, it is unsurpassed; and reading it from that standpoint will very materially assist one in ac-

quiring the ability to think and express thought. In order to get the most from the Bible both spiritually and materially it should be read at least once a week. Standard books of the famous authors should be read by everyone. They help to develop and give tone to mental activity.⁵

Standard books by famous authors mentioned above are undoubtedly our classics. A direct help of the classics in letter writing is voiced in the quotation:

"My aim, certainly, in advocating the study of Shakespeare among many other great writers has not been with the idea that copy writers should attempt to write like Shakespeare, but rather that the study of the ways and means employed by him and others, in securing certain effects, might help them in the discovery of means for securing totally different effects—effects, in short, that will build sales."⁶

Secretaries are told to read frequently material which is hard enough to call forth their best intellectual powers. Again a secretary is admonished to take the most difficult course he can handle in English literature. He is told to read all the necessary and all the optional assignments. The more good reading he does the wider his vocabulary will become, and the wider will be his field of intelligence.⁷

These examples undoubtedly refer to our classics. For the classics are difficult enough to call forth our best intellectual powers.

Let the correspondent now direct his attention to trade literature. Trade literature is very essential for one who would achieve success in his line. Let him see what others in his line think about that line; see how they think, and, for himself, determine why. Let him get all the information about his trade that is possible to secure, not from sources within, but from the external sources as given to him in trade literature.⁸

One should become familiar with all the publications of the company for which he is working. He should read their catalogs and other advertising material as well as the news letters, bulletins, reports, and statements which are sent to customers or clients. Any books which may have been written on general subjects by executives of his company, the correspondent should read. As soon as a secretary begins office work he should do some specialized study in the field he has chosen. He should not let a single piece of the company's literature which is designed for employees or employers or for the general public escape his attention, even if it deals with a phase of the work which is outside his particular division.⁹

One should not confine himself to trade

¹Alta Gevinn Saunders and Herbert Lesaurd Creek, *The Literature of Business*, p. 12.

²Alexander M. Candee, *Business Letter Writing*, pp. 18-19.

³The Gregg Writer, Vol. XLII, No. 1, September, 1939.

⁴Walter E. Myer and Clay Cass, *The Promise of Tomorrow*, p. 312.

⁵Candee, *op. cit.*, p. 10.

⁶Saunders, *op. cit.*, p. 350.

⁷Myer, *op. cit.*, p. 531; Frances Avery Fauence, *Secretarial Efficiency*, p. 564.

⁸Candee, *op. cit.*, p. 10.

⁹Louise Hollister Scott, *How to Become a Successful Secretary*, p. 109; Myer, *op. cit.*, p. 221.

magazines alone. He should also read business literature. By business literature is meant general business magazines. These contain articles that tend to educate; that tend to develop the man who cares for development.¹⁰

Lastly in the line of magazines are the general magazines. These are essential for the relaxation of the mind, for broadening influences, and for the wider mental influence in developing the ability to express.¹¹

Last, but not least in the particular field of literature that a correspondent should read, is the newspaper. He should pick out the best newspaper in town and read it carefully every day. The newspaper should be read with an eye to what is of general interest to the office and of particular personal interest to his employer. A good newspaper is an excellent guide for style too.¹²

In general, a correspondent's reading should be sufficiently varied so that he is familiar with different points of view. One means of accomplishing this is by reading letters. Just as novelists read novels, dramatists dramas, essayists essays, poets poems, and so on, so those who are ambitious to write personality letters must read widely in the literature of letters. George Eliot said that she wrote a letter a day, "just to keep her hand in." It is equally important practice for one to read a personality letter a day if he would keep his hand in. This dictum holds for business letter writers just as pointedly as for writers of so-called social or friendly letters. The best business letters must needs be friendly in tone and quality. Many of the best friendly letters in literature treat of business subjects among others. The line of demarcation between the business letter *per se* and the friendly letter has heretofore been too sharply drawn by both teachers and textbooks.¹³

One should not, however, read letters indiscriminately. Only those should be perused that are written correctly, and with ease and elegance. Young persons should not adopt any sentiment or any expression, even of the most approved writers; that is not consistent with their own judgment, and with the thoughts and feelings of their own minds. "Nothing is beautiful but what is true."

In the line of letter reading, one might benefit greatly by following the practice of many correspondents. They keep within easy reach a folder or scrapbook of particularly inspiring letters, advertisements, and other matter gathered from many sources. One man declared that, regardless of how dull he may feel when he reaches the office in the morning, he can read over a few pages in his scrapbook and gradually feel his mind clear, his enthusiasm begin to rise, and within a short time he is keyed up to the writing mood. A correspondent in a large mail-order house keeps a scrapbook of pictures—a portfolio of views of rural life and life in small towns. He subscribes to the best farm papers and clips out pictures that are typical of rural life, especially those that represent types and show activities on the farm, the furnishings of the average farmhouse—anything that will make clearer the environment of the men and women who buy his goods. When he sits down to write a letter,

¹⁰Saunders, *op. cit.*, p. 12; Candee, *op. cit.*, p. 10.

¹¹*Ibid.*, p. 10; Myer, *op. cit.*, p. 530.

¹²*Ibid.*, pp. 54-55; Myer, *op. cit.*, p. 530.

¹³John Opdycke, *Take a Letter, Please!* Saunders, *op. cit.*, pp. 12-13.

he looks through this book until he finds some picture that typifies the man who needs the particular article he wants to sell and then he writes to the man, keeping the picture before him, trying to shape every sentence to impress such a person. Other correspondents are at a loss to understand the pulling power of his letters.¹⁴

The correspondent in his perusal of literature of all kinds should not overlook the book that is most consulted by the stenographer or secretary, namely, the dictionary. The secretary who is really interested in mastering the English language will find much profit in reading and studying the introductory part of *Webster's New International*, particularly the preface, "A Brief History of the English Language," "Guide to Pronunciation," and, "Orthography." He should in addition look up every word whose meaning, spelling, or pronunciation is not perfectly clear to him. Consequently, the secretarial correspondent should have on his desk an abridged dictionary for reference at all times.¹⁵

One must not forget that there are a good many directories, manuals, and similar books which are invaluable to a correspondent. There isn't print large enough for one to emphasize the importance of a good manual as strongly as it should be emphasized. Most style manuals contain at least one chapter on grammar. Grammar is something which requires lifelong study. Very few people are sure of themselves when it comes to the fine points. If one wants to be a first-rate secretarial worker he should strive daily to gain a complete mastery of grammar, spelling, and punctuation.¹⁶

Again, one should read as many good books and magazines as he has time for. He should read one book on public problems each year and one or more magazines weekly. A correspondent can't write well unless he knows what good writing is, and the best way to find out is to read good things. When one can tell what is good and what is bad in writing, he will have gone a long way toward being able to write clearly and smoothly himself.¹⁷

Lastly, a correspondent should strive constantly to increase his fund of general knowledge. What is going on in Europe today, or who wrote the Pulitzer Prize Novel last year may seem to have remote connection, if any, with the manufacture of surgical instruments or the sale of shoes to a firm in South America. However, what is going on in Europe may lead to war; and war demands a tremendous number of surgical instruments that your firm's business may multiply in volume in a few months' time. The same is true of shoes; a war might cut off the supply of European shoes sent to South America, resulting in a marked increase in the sale of American shoes there. It is part of the stenographer's job, if he wants to be of the greatest value to his firm, to keep informed about world trends.

As to who wrote the Pulitzer Prize Novel or who Gauguin was, or what one should do for a fellow worker who is overcome by the heat — these and a thousand other bits of

¹⁴James H. Pickens, *Business Correspondence Handbook*, pp. 100-101.

¹⁵Rupert P. Sorelli and John Robert Gregg, *Secretarial Studies*, pp. 339-340; Torson, *op. cit.*, p. 52.

¹⁶Ibid., p. 61; Myer, *op. cit.*

¹⁷Oddycke, *op. cit.*, p. 56.

EDUCATION FOR LEADERSHIP

From the American colleges have gone forth almost all the officer material in our Army and Navy. It is from them that the trained personnel have been prepared. And more than ever now our Catholic colleges must properly train our Catholic young men for leadership—Rev. E. J. Whelan, S.J., President, Loyola University, Los Angeles, Calif.

knowledge will help to make the secretary the kind of person who easily fits into any situation.¹⁸

The following quotation is a very fitting conclusion to the reading material of a correspondent:

"On those to whom the correspondence of a firm is entrusted rests the responsibility of making the correspondence a vital asset in building the business, and no one should have this responsibility who is without the willingness to pay the price of knowing what should be in a letter, the person to whom it is sent, and how to give that person the one impression desired; and beyond that, the price of developing the intelligence and character which makes a man worthy of a place in the greatest of modern professions."¹⁹

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¹⁸Scott, *op. cit.*, p. 110.

¹⁹Saunders, *op. cit.*, pp. 17-18.

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Adapting Songs for the Classroom

Brother Cyril Marcus, F.S.C.

Songs for certain occasions may not be just the kind we want, while at other times we would like for our class a simple, beautiful song of a religious nature. What is the teacher going to do in such a case? One of the most practical ways out of the difficulty is to adapt words to a given tune.

In making songs it is best to have the words first and base the melody on them so as to catch the spirit of the words in the music, but in adapting songs the reverse seems to work best. Find a tune fitted to the occasion and adapt words to it. An examination of the original words will show you what form and meter the verses must take. But in case you already have the words, look for a melody that will express the sentiments well and yet will not present too much difficulty for adaptation; that is, its general structure, length, and divisions agree with those of the verse. As most melodies are well divided into phrases and periods (4 measures and 8 measures respectively), it is relatively easy to determine whether the divisions and the length of the verses to be adapted correspond to those of the music. Each musical period should contain a complete thought of the verse. It is unnecessary to add that, in any case, the melody must be genuinely effective and artistic as well as suited to the singers.

How is this adaptation done? As I mentioned before, the tempo and spirit of the melody must match that of the words. There is nothing so ridiculous and destructive of good taste as grave words set to a light air or spirited thoughts sung in funeral fashion.

The next point to watch in attempting adaptation is the accent. If you have the words and are looking for a melody, first scan the verses so as to see where the metrical accents fall. Place a bar before each accent, as:

/ Ángel of / Gód, my / Guárdian / déar . . .
An attempt to divide after the manner of the different feet of poetry may often be more confusing than helpful. In music of 3-4 or 2-4 rhythm where there is one accent to the measure, these bars in the verses should correspond with those of the music. Some syllables of the above will have then in 3-4 measure either two quarter notes or a half note as the example shows, or any other arrangement that the melody demands, provided the accents agree. Particular attention must be paid as to whether the piece begins on the accented beat or not, as this will affect the meter of the verse. Where there is an extra syllable in the verse, as "Angel of," the melody note is divided, when necessary, between the two soft syllables.

For 4-4 and 6-8 rhythms in music, two accents will fall to the measure, hence one measure could take up two of the bars into which the verse has been divided. In all this,

care must be taken that the endings of musical phrases correspond to pauses in the verse. The following examples illustrate what I have said for 4-4 and 6-8 rhythms.

A full example will illustrate what I have said. It is the adaptation of religious sentiments to a well known and well beloved melody of childhood, a melody replete with memories. The song is very effective, especially for the lower grades for which the adaptation was first expressly made.

Here is the metrical analysis in the manner I have indicated:

/ Ángel of / Gód,
My / Guárdian / déar,
To / whóm God's / lóve
En / trústs me / hére. //
Ever this / dáy
Be / át my / side
To / light and / guárd,
To / rúle and / guíde.

These verses are set to the traditional melody of the "Cradle Song" ("Rock-a-bye, Baby").

An examination of the adaptation reveals that the accents (except in the fifth measure) agree perfectly. So do the phrases; that is, the pauses or prolonged notes in the music

correspond to breaks in the verse. Whereas in the original verses ("Rock-a-bye, Baby") there was only one note to each syllable, it has been necessary in the course of the song to join two notes five times to one syllable, to preserve the correct accent. This would add to the young child's difficulty in first learning the song, but supposing that he knows the song already, as should be the case, the technical difficulty becomes very insignificant.

Again, note how the tender, confident spirit of the song and its precious recollections so well fit the spirit of the words. A realization of the Guardian Angel's watchful care and tender presence seems to fill us with the confidence that the little child feels when his mother sings the same melody. The original song carries the feeling of maternal love into the heart of the child. Here, this sentiment is joined with that of our "Guardian dear, to whom God's love entrusts me here." It has been made into something still more sacred for the child.

Prayer to My Guardian Angel

Slowly and tenderly

Bro. Cyril Marcus, F.S.C.

A Quiz on the Presidents

Sister M. Noreen, O.S.F.

I. Matching Test

In the parentheses before each name in Column A, write the number of the item in Column B which is most closely associated with it.

Column A

- () George Washington
- () Thomas Jefferson
- () James Madison
- () James Monroe
- () Andrew Jackson
- () William Harrison
- () Zachary Taylor
- () Abraham Lincoln
- () Rutherford B. Hayes
- () Grover Cleveland
- () Benjamin Harrison
- () Theodore Roosevelt

Column B

- 1. The Cowboy President
- 2. The Buckeye President
- 3. The Hero of Tippecanoe
- 4. Defender of the Constitution
- 5. The Sage of Monticello
- 6. Father of His Country
- 7. The Hoosier President
- 8. Honest Abe
- 9. Old Hickory
- 10. The Man of Destiny
- 11. The Continental Soldier
- 12. Old Rough and Ready

II. Completion Test

Complete each of the following sentences with the correct word or phrase.

- 1. The campaign slogan of James Polk was
.....
- 2. is the famous home of Thomas Jefferson.
- 3. Thomas Jefferson was author of the
.....
- 4. The was the tree under which George Washington took command of the Continental Army.
- 5. was the first president to die in office.
- 6. The United States entered the war during the presidency of Woodrow Wilson.
- 7. The inauguration of Washington as president was held in
.....
- 8. William Henry Harrison won his greatest fame in conflicts with the
9. became president at the death of Lincoln.
- 10. George Washington became a surveyor at the age of
.....

III. Association Test

Give the name of the president most closely associated with each of the following.

- 1. Introduction of the Australian Ballot System.
- 2. Establishment of the Hawaiian Republic.
- 3. Purchase of Panama Canal and property.
- 4. Yellow fever epidemic.
- 5. Purchase of Louisiana.
- 6. National Bank and Mint established.
- 7. War of 1812.
- 8. Kitchen Cabinet.

- 9. Purchase of Alaska.
- 10. Origin of Monroe Doctrine.
- 11. Invention of the telegraph.
- 12. Letter postage reduced to three cents.
- 13. Purchase of Gadsden.
- 14. Seat of government changed to Washington.
- 15. Invention of the cotton gin.
- 16. Civil War.
- 17. Spanish American War.
- 18. Time of "Star Spangled Banner."
- 19. United States Military Academy at West Point.
- 20. First Railroad in America started.

IV. True and False Statements

If you think a sentence is true, write "True" in the blank before the number; if you think it false, write "False" in the blank.

- 1. John Quincy Adams was the son of a president.
- 2. John Adams and John Quincy Adams are two names used for the same person.
- 3. Theodore Roosevelt was the youngest president ever to be elected.
- 4. A president may not be elected more than once.
- 5. A president must not be less than 35 years old.
- 6. No man who is not a native-born citizen of the United States may be elected president.
- 7. Andrew Jackson served in the War of 1812.
- 8. William Henry Harrison was the oldest president ever elected.
- 9. George Washington was born at Mount Vernon.
- 10. The Monroe Doctrine was issued by President Garfield.
- 11. The United States acquired the Hawaiian Islands during the presidency of William McKinley.
- 12. President McKinley was assassinated.
- 13. Franklin Pierce was president during the first years of the Reconstruction after the Civil War.
- 14. Woodrow Wilson was a member of the Republican party.
- 15. Theodore Roosevelt was a very popular president.

V. Famous Sayings

The following are famous sayings of which presidents?

- 1. "My eyes have grown dim in the service of my country, but I have never learned to doubt her justice."
- 2. "We are one nation today and 13 tomorrow."
- 3. "A pound of pluck is worth a ton of luck."
- 4. "With malice toward none, with charity to all."
- 5. "He serves his party best who serves his country best."
- 6. "I tremble for my country when I remember that God is just."

VI. Matching Test

In the parentheses next to the name of each treaty in Column A, write the number, chosen from Column B, of the president under whose term it occurred.

Column A

- () Jay Treaty

NO SUBSTITUTE FOR THE CATHOLIC PRESS

In secular circles much stress is being laid on the importance of the newspaper in the modern classroom, the importance of students keeping up with the news in this fast-moving world, of beginning to acquire the background and understanding they will need to cope successfully with tomorrow's problems.

That suggests two thoughts for Catholics:

First, the Catholic Church is news—big news! Day after day, in every corner of the world, the Catholic Church is making news. From the Pope in Rome to the most isolated missioner in India, the Catholic Church is making news—constantly.

That news, in anything approaching the detail it merits, is available only to readers of the Catholic press. And no picture of today's world is even approximately complete without a recognition of the Church in the foreground.

Second, Catholics are called upon, in one way or another, to be leaders. And Catholic students must look upon themselves as potential leaders. In preparing themselves for this leadership, there is no substitute for the Catholic press.

—Joseph A. Gelin, Managing Editor, "The Catholic Universe — Bulletin," Cleveland, Ohio.

- () Pinckney Treaty
- () Treaty of Ghent
- () Webster-Ashburton Treaty
- () Clayton-Bulwer Treaty
- () Treaty of Washington
- () Treaty of Paris (1898)
- () Hay-Pauncefote
- () Treaty of Nicaragua
- () Treaty of Haiti
- () Treaty of Versailles
- () Washington Arms Conference
- () Treaty of Guadalupe-Hidalgo
- () Treaty with Spain (1819)
- () Louisiana Purchase

Column B

- 1. W. G. Harding
- 2. Thomas Jefferson
- 3. Millard Fillmore
- 4. Woodrow Wilson
- 5. Theodore Roosevelt
- 6. James Madison
- 7. James K. Polk
- 8. James Monroe
- 9. George Washington
- 10. Ulysses S. Grant
- 11. William McKinley

VII. True or False Statements

If you think a sentence is true, write "True" in the blank before the number; if you think it false, write "False" in the blank.

- 1. James Madison helped frame the Constitution of the United States.
- 2. Ulysses S. Grant was elected president because of his Civil War success.

- 3. Herbert Hoover attended the Peace Conference held at Paris at the close of the World War.
- 4. Grover Cleveland was elected president in 1884 and 1892.
- 5. Benjamin Harrison was the only president to serve two terms.
- 6. President Taft was very largely responsible for the building of the Panama Canal.
- 7. Our second war with Great Britain was fought during the administration of James Madison.
- 8. Chester A. Arthur was the author of the famous "Fourteen Points."
- 9. "First in war, first in peace, first in the hearts of his countrymen" was a tribute paid to President Grant.
- 10. To be elected president, a man must have been a resident of the United States for at least 14 years.
- 11. The salary of a president cannot be increased or decreased during his term of office.
- 12. Cabinet members are selected by the president with the approval of the Senate.

Key to Quiz

I. Matching Test

- 6, 5, 4, 11, 9, 3, 12, 8, 2, 10, 7, 1.

II. Completion Test

- 1. Fifty-four Forty or Fight
- 2. Monticello
- 3. Declaration of Independence
- 4. Washington Elm
- 5. William Henry Harrison
- 6. World War
- 7. New York
- 8. The Indians
- 9. Andrew Jackson
- 10. Sixteen

III. Association Test

- 1. Benjamin Harrison
- 2. Grover Cleveland
- 3. Theodore Roosevelt
- 4. Rutherford Hayes
- 5. Thomas Jefferson
- 6. George Washington
- 7. James Madison
- 8. Andrew Jackson
- 9. Andrew Jackson
- 10. James Monroe
- 11. William Harrison
- 12. Zachary Taylor
- 13. Franklin Pierce
- 14. John Adams
- 15. George Washington
- 16. Abraham Lincoln
- 17. William McKinley
- 18. James Madison
- 19. Thomas Jefferson
- 20. John Quincy Adams

IV. True and False Statements

- (1) True, (2) False, (3) True, (4) False, (5) True, (6) True, (7) True, (8) True, (9) True, (10) False, (11) True, (12) True, (13) False, (14) False, (15) True.

V. Famous Sayings

- 1. George Washington
- 2. George Washington
- 3. J. A. Garfield
- 4. Abraham Lincoln
- 5. Rutherford B. Hayes
- 6. Thomas Jefferson

VI. Matching Test

- 9, 9, 6, 7, 3, 10, 11, 5, 4, 4, 1, 7, 8, 2.

VII. True or False Statements

- (1) True, (2) True, (3) False, (4) True, (5) False, (6) False, (7) True, (8) False, (9) False, (10) True, (11) True, (12) True.

Panel Discussion in the Upper Grades

Sister M. Reynoldine, O.P.

The teacher in the upper grades can find a definite place for panel discussion, especially in the teaching of social studies, literature, and current events. This method not only furnishes an incentive to the reading of books, periodicals, and newspapers but also gives real significance to that activity. It encourages intelligent interpretation and mastery of subject matter and makes the pupil conscious of his own problems in relation to the group. Furthermore, all the members of the class are offered a meaningful situation in which to develop skills required for oral expression. A democratic attitude toward the opinions of others is a no less important and beneficial outcome.

The panel discussion is not a question-and-answer type of lesson nor is it a quiz program. It is a carefully planned procedure that provides participation for every pupil in the group. Even though the impression desired is that of an informal conversation, careful and thorough planning is essential to success. Questions are not taboo; far from it. They can readily serve as a stimulus in starting the conversation and in exploring the possibilities of the subject matter under discussion.

The following procedure has proved successful in the panel discussions conducted by our upper-grade pupils. A list of topics is posted on the classroom bulletin board. Preferably this list should include subjects on which more than one opinion may be held and should be stated in question form. Ours for the past week contained the following:

Current Events:

1. Was the U. S. A. really napping on December 7, 1941?
2. How safe are we between the Pacific and Atlantic?
3. Have the Axis nations seriously violated the code of international law?

Literature:

1. Is Washington Irving a greater literary figure than Nathaniel Hawthorne?
2. Which requires more education, the profession of journalism or that of fiction writing?
3. Is a knowledge of grammar necessary for advancement in the study of English?

History:

1. Should the North have paid the South for all its slaves rather than fight the Civil War?
2. Was General Sherman justified in his devastation of Georgia?
3. Were the Americans of Lincoln's time isolationists?

After everyone in the class has had an opportunity to read and think about the topics listed, a vote is taken to determine the subject of greatest interest, the chairman, and the members of the panel. It is understood that each member of the class is to have an opportunity to serve on a panel and to act as chairman so no one is selected a second time until all have had at least one turn.

Detailed instructions in mimeographed form for the procedure in conducting a panel are in the hands of every pupil. We have found it advantageous somewhat to modify those furnished for high school discussions. In each

case the circumstances will suggest changes which the teacher may make to meet the individual needs of her group and school.

Following is a copy of our instruction sheet:

Instructions for Procedure in a Panel Discussion

For the Pupil:

1. Discuss the topic with at least three adults.
2. Read books, magazines, and newspapers on the subject.
3. Take notes on what you read.
4. Organize your notes in a definite sequence.
5. Do not memorize a speech.
6. Write down questions you may wish to ask other members of the panel.

For the Chairman:

1. Introduce the members of the panel.
2. Open the panel by stating the subject to be discussed.
3. When speeches get too long, check them by calling on someone else.
4. Keep the discussion on the subject.
5. After all have had more than one opportunity to speak, summarize the points made.
6. Then declare the panel open to the audience and invite questions and comments.
7. When the time is up, state that fact and end by declaring the panel closed.

General Suggestions:

1. The panel may have four, six, or eight members. These face the audience during the discussion.
2. Each one rises as he gives his opinion. (We have found this method far more interesting provoking than that of having the pupils remain seated.)
3. No special order of speakers is observed.
4. The discussion is conversational and informal.
5. The panel occupies about thirty minutes. The audience discussion about 15.

If the discussion is to be a live-wire affair every member must be thoroughly prepared. For this reason it is wise for the chairman to assign beforehand definite phases of a topic to each member. For example, on the subject,

"Are the comics a menace to our taste in literature and art?" the following divisions were made:

For:

- I. History of comics. Examples of those that have been popular for years.

- II. Comics not always a violation of the standards of literature and art.

- III. Definition of a real comic feature. Proof that many alleged comics are violations of the term.

Against:

- I. Imagination and health of boys and girls affected by the crimes and other violations of law featured in comic strips.

- II. Reading comics a waste of time. Samples of books from library that contain material of far greater value for entertainment than comic strips.

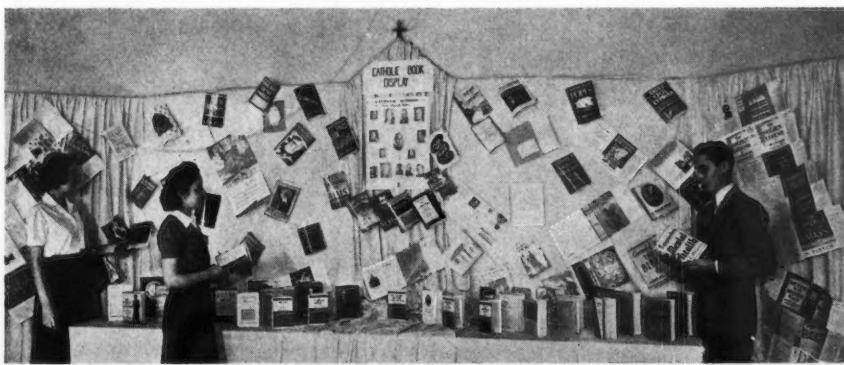
- III. Examples of the poor grammar and inaccurate drawings in most comic sections.

For intelligent participation the audience, too, is encouraged to think and read about the subject. The chairman should be well impressed with his duties, for upon him depends the success or failure of the discussion. He should learn to be tactful with both the speakers and the audience.

Everyone participating in the panel should have a paper and pencil handy so that, as the conversation progresses, he may jot down questions and comments. Such remarks as, "I agree with John," or "Mary's speech was good" have no place in the discussion. There should be a definite reason for every comment and it should add to the information already given or throw new light on the subject. Questions that are irrelevant or silly should be discouraged by the chairman.

The teacher is a member of the audience. She serves as a guide to stimulate and direct the pupils' thinking and to emphasize the vital points of the question. During the entire period she notes the pronunciation, enunciation, grammar, posture, voice, etc., of both the speakers and the audience. On the following day these are made a specific part of the language activities.

The panel discussion, if correctly conducted, lends interest and enthusiasm to many lessons that would otherwise be dull and lifeless. Most significant of all is its value in the development of the pupil's character, for it encourages the formation of correct habits of thinking and speaking as well as open-mindedness and tolerance for the opinions of others.



Display for Catholic Book Week, November, 1942, at St. Mary's Cathedral High School, Grand Island, Nebr. This display was sponsored by the Sodality.

Aids for the Primary Teacher

Nazareth Annex

Sister Maria, O.S.F.

Bang! Boom! Buzz! Saw! Should anyone happen to pass the primary room of our school during the recess and free periods, he would be greeted with a medley of sounds, not exactly pleasing to the ear, yet resonant with the joy of pleasant and creative activity. Interspersing the monotonous buzz of the saws, clang of the hammers, and hum of files and sandpaper, one can also hear an occasional outburst of delight, as a little worker has brought to a finish the object of his labor. And again a sharp cry of pain rang through the air, when hammer or saw missed its goal and landed upon a poor little thumb or finger. Anyone passing the primary room at this time was always tempted to peek in, and nearly always gave in to the temptation. Visitors were always greeted pleasantly, but they did not halt the activity that was carried on in "Nazareth Annex." Each little lad considered himself to be a particular helper to St. Joseph; each little girl a particular handmaid to the Blessed Mother. The children had not much time to spare for those who came to watch them at their work. They were busy, happily busy, making things with their little hands when the inclemency of the weather prevented them from playing out of doors. The little boys were carpenters and the little girls did sewing, and, although the finished product is crude, this activity does create in a child a desire to use his hands and head to make things for himself and others.

A Recess Activity

The idea sprang up because of the necessity to turn the recess period into something pleasant for teacher and pupils during the winter and rainy seasons. Fifty or more children cannot be content in a classroom, even with a fair amount of equipment for play, unless there is organization behind the recess activity. One day, a rather bashful backward lad in second grade brought to school something which he had made on his farm by means of a hack saw. The interest of the boys was immediately aroused. Some had older brothers who were possessors of coping saws. Many volunteered to bring the various other necessary tools. But the most important thing was the acquiring of raw material. The children scoured the basements of their own homes and those of their neighborhood as well as all the stores in the town for peach boxes, orange crates, cheese boxes, and freight boxes, as well as any and all stray lumber. The wood poured in, in quite large quantities.

Quickly, we arranged a committee to prepare the wood for future use. Hubert, a handy second-grade boy, was made the chairman of the group that tore the boxes apart and sorted out the boards. It was quite a difficult process at first, and, needless to say, many boards were rendered useless before the correct method of procedure was mastered. During this time, others were busy converting two orange crates into a tool cupboard, and still others had gathered together, from various maga-

zines, patterns and ideas from which things could be made out of wood. Since all the work was to be done during the recess and dinner periods, a system had to be worked out by means of which order could be restored out of chaos within two or three minutes after the bell for classes had rung. Through the kindness of our janitor, a worktable was erected, which could be slid under the large primary reading table that occupied one corner of the room. The tool cupboard and lumber box were placed one on either side of this primary table, and the workbench concealed underneath during the school hours.

One child was given charge of the tools, another of the lumber, and a third of sweeping up the sawdust and small useless bits of wood. Incidentally, a hand brush and dustpan were considered part of our tool equipment. At the sound of the bell all activity ceased, and the three appointed took care of their work. In about two minutes order reigned, and classes were resumed. This rule was carried out almost to the letter, since even a slight infraction brought with it the penalty of not being permitted to open up shop for the next free period.

What We Made

Our first project centered upon Christmas presents for Mother and Daddy. That is always a matter which receives devoted interest and attention, so eager hands went to work, and eager, active little minds were directed to plan out a useful gift. One would be surprised at the variety of suggestions for clever and attractive articles that were made by these little fellows of first- and second-grade age. In a few days all had made their decisions, and each boy was busy at his gift. Book ends in the shape of rabbits, dogs, kittens, elephants, and owls; doorstops, letter and card holders, calendar stands, sewing boxes, corner knickknack shelves, and even piggy breadboards were in the making. Two boys formed partnerships; one more skilled or older child worked with one in the first grade or with one not so apt at this work.

While this vast amount of preparation was going on, the little girls looked on with longing, wondering just when Sister would turn her attention to them and get them started too. As soon as the boys were well launched and could go ahead with but a word of direction now and then, the library corner, furnished with chairs and shelves made from orange crates and covered with bright paint and cretonnes, was changed into a sewing nook for the recess periods. The girls had brought an assortment of materials from home and showed much interest in wee pin cushions, hot pads, needle books, button bags and boxes, and even a form of cross-stitch embroidery on dresser scarfs and doilies. I am sure the Blessed Mother must have smiled very often as she looked down upon her little handmaids, some twenty in number, each one plying the needle (some quite awkwardly)

sewing her uneven little seams and putting into each stitch such a vast amount of love for Mother and Daddy.

May I relate, in connection with this, a touching little incident? Rita, a very dear little child in second grade, had insisted upon sewing a handkerchief for her daddy. She made it from brown silk, because "Daddy had a brown suit" she informed me. It was a difficult task for her little hands. The silk would slip from her fingers, and the hem was far from being even or straight. But oh, the love that went into that hanky! I marveled at the devotion she showed, as I listened to her childish prattle while she sewed. You see, Rita's daddy was ill, and that was to be her special present for him, so when he was well enough to wear his Sunday suit, he would have her handkerchief to match. Daddy was well pleased with the gift—"his prettiest present that he got," so Rita quoted him. On the Feast of St. Joseph, God called Rita's dear daddy to his heavenly home. Just a short time before the funeral little Rita was seen climbing upon a chair and bending over the coffin.

"Here, Daddy," she said. "You didn't use this nice present that I made for you, but now you can take it up to heaven with you. And you'll have the prettiest hanky that anyone's got up there I'll bet."

So saying, she tucked her handwork into his pocket, gave her Daddy's cold cheek a kiss, and climbed down, very happy to think that Daddy had something from her to take along with him.

"Daddy'll remember me when he uses it up in heaven, won't he Mamma?" she questioned.

Thank God, not every mother or daddy must take the little gift made at "Nazareth Annex" to heaven, but the little gift made by Rita has caused a beautiful memory of a child's love and devotion to live in the hearts of her mother and all those others who witnessed the pathetic scene.

After the Christmas season was over, we turned our attention to another goal. It is the custom in our parish for the children to sponsor one large bingo party each year for the benefit of the school. On this evening, in a place apart from the main recreation hall, penny bingo is played by the children. This gave us an opportunity to make bingo prizes in our little shop. One of the accompanying pictures shows part of the display of articles made for this occasion. It consisted primarily of toys—doll cradles and beds, dressers, toys on wheels, hobby horses, and chairs for tiny tots. True, the toys on the prize table were made for children too small to play bingo, but this afforded the players the opportunity to select a prize for little brother or sister at home and thus to practice a bit of unselfishness. The prizes were well liked and were rapidly chosen.

Materials and Construction

On another photo one can see the boys at work. The little dressers, so conspicuous in this picture, are made of cheese boxes. When drawers are made for the dressers, four boxes are necessary. Two are made smaller so they can be inserted easily into the other two as

drawers. Small embroidery-thread spools were used for the drawer handles. These were sewed into the wood with fine picture wire. Little print or cretonne curtains can be made for the dressers too. The girls sewed them, and they were fastened before the shelves with wire or cord and tiny tacks. These made a greater appeal to the children than did the dressers with the drawers, and they were far easier to make. A codfish box or a cigar box formed the base for the little cradles and doll beds. Any design can be used for the cradle ends. The wagons and other toys on wheels were perhaps about the most difficult to make, since a round wheel cannot be cut with a coping saw by children of this age. Sucker sticks and spools solved the problem. The sucker sticks were fastened with tiny staples to a block of wood a bit thicker than the radius of the spools to be used. This, in turn, was fastened to the bottom of the toy with wire nails of the proper length. Large flat-headed tacks, driven into the end of the sucker sticks, prevented the spools from rolling off. The little kindergarten chairs were constructed from laths and the thick ends of orange crates. It was surprising to notice that they were strong enough to support the weight of quite large children.

The picture of the girls shows them equipping the doll beds and cradles with mattresses, sheets, pillows and cases, little blankets edged with pretty ribbons, spreads, and, in some instances, little cotton quilts. Many of the younger girls, whose fingers could not manipulate a needle as yet, stuffed the mattresses with excelsior and the pillows with cotton in order to contribute their share to the project. They even helped out with the sandpapering and filing, when the boys were in need of a helping hand.

The Children Think of Others

The bingo party was over and "Nazareth Annex" was still open for business. This time the children were making presents for their little brothers and sisters "away off in the Indian missions, or in the Wyoming orphanage, or even for their little darkie friends in South Carolina." With great joy they did their little bit to add happiness to the lot of others not quite so fortunate as they.

A little girl said, one day, to her playmate,

as the two were putting the finishing touches to the furnishing for a cradle, "Don't you think they'll be glad when they get all these nice things we made for them Alice?"

"Oh my, yes," answered her companion. "I think they will thank God that He made us instead of some other girls who would never make any stuff for them."

I smiled as I listened to the sage remarks made by these wee youngsters and prayed that the good God would always keep them as willing to give joy to others as they were at this time. It seems that the Sisters in charge of the various institutions to which articles were sent were pleased with the home-made, child-made toys, and that the efforts of these little ones did bring joy to other children's hearts.

But now it is the season for marbles and jacks, for baseball and jumping rope, so "Nazareth Annex" has closed its shop doors for this school year. However, little minds are already planning what they will make next year when the shop is open again for business. In the storeroom of the school basement, the stack of wooden boxes grows steadily, until it seems to be of mountainous proportions to their excited imaginations. "Nazareth Annex" has been operating for five years now, and there is never a lull in its activity during the working hours. There is never a lack of ideas or material in its system. The production never seems to exceed the demands. The output ranges from rabbit cages to birdhouses, from tool chests to coat racks, from toys to — well, anything that can be manufactured in the mind and by the hand of an eager youngster.

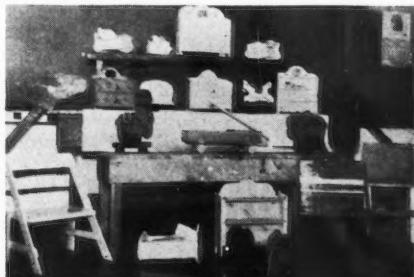
The Teacher's Part

Perhaps the reader of this article will have thought by this time that all of this necessitates a great deal of work on the part of the teacher. It does. Everything worthwhile means work and much of it. Still, isn't it worth it? When one stops to sum up all the good that has been done for the children in our little workshop, one feels that the teacher has been well repaid for the effort made by the results attained. There is nothing I have done as an extracurricular activity, in the many years of my life as a teacher, that has aided as much in the development of budding character

traits as has "Nazareth Annex." Let us consider primarily the close association with the home and workshop of the real Nazareth. I have found that boys, as helpers of St. Joseph, and girls, as handmaids of the Blessed Mother, are very close to the Child Jesus. Often, they have been observed to call on Him to help them in a difficult situation. If a child will, for two or three years, practice calling on his Lord for help in a little workshop, he or she will surely form the habit of doing so in other instances also, and will, almost without realizing it, establish that habit for praying for assistance that it will be carried through life. It is also of material and educational benefit to the child. He or she will learn to plan a thing, to look for required material, and to assemble ideas, in order to accomplish a desired goal. Socially, the child learns the spirit of give and take, of working with another, of assisting another less skilled, of working for others. One great thing which the little ones of our school have learned is the personal joy of working to give pleasure to others. They learned to appreciate this more through actually making things for others, than they ever could have in merely buying a present or giving a money donation for missions or the church.

Some of the Dividends

Mothers have told me in the past three years how little Johnny or Billy is busy at Daddy's workbench for a long time before Christmas, planning a secret for the rest of the family. Also, Mary or Anne has a sewing box hidden in a corner of the playroom, to



Articles Manufactured in Nazareth Annex.



Little Workers in Nazareth Annex Busy with Hammer, Saw, Sandpaper, Paintbrush, Needle, and Scissors.



which she steals when no one is looking, to make some wee gift as a surprise for others. These children have passed out of "Nazareth Annex," but they have taken a bit of the spirit with them—that spirit which permeated the ideal home at Nazareth having as its object the giving of joy to others. There are many things one could yet say concerning the good of this type of work, but let me, as a final thought, bring to mind the effect on the so-called problem child. We all have with us the child who is slow to react to our teaching in the classroom. This child is listless and appears to be working against all that can be done for him. But when the workshop opens—ah, that is the opportunity for which he has been looking. Now he, too, can show the rest what he can do. Here he can excel. He can, perhaps, even be a leader in something that is also worth while. Immediately, the classwork improves, especially if lack of proper effort receives the penalty of being barred from the

workshop for a time. A lad in one of the upper grades, who seemed to be averse to any type of schoolwork, was given the permission to be general manager of "Nazareth Annex" providing his academic work reached a certain level. His improvement was remarkable. Within a short time he was doing almost grade work. It is true he slackened now and then, but the trial was worth more than what was put into it. It gave this lad a new grasp of things, and he awakened to the realization that he, too, had a place in the school program. As the "Nazareth Annex" of our school has brought a little ante-chamber, like to the home of the Child Jesus, into the hearts of more than a hundred children, so let us, the teachers of God's little ones, make room in our hearts for a little annex which will include the patience and love necessary to provide opportunities for the child to do things which every child by nature loves and craves to do.

are tribes of American Indians. But those who figure in Wilfrid Bronson's *Stooping Hawk and Stranded Whale* (Harcourt, \$2) were much too primitive to make cloth or to bother with clay-lined cooking baskets. They wore skins and ate their food raw; they could hardly believe their eyes when they saw their first Spanish cavalry. Bronson gives a dramatic picture of a truly simple people, while history teachers can use the book for the light it throws on the Spanish conquest. One sympathizes with both Indians and the hardy priest who struggled for souls against a captain whose twin goals were slaves and gold.

From Mexico, *Tents in the Wilderness* (Stokes, \$2.25) takes us to Labrador. Here modern Indians combine two ages in one as they go from forest to trading post and then back to the woods. The author, Dr. Julius E. Lips, is a one-time professor of anthropology well fitted to analyze the results when Stone Age and Steel Age mingle in the life of one human being. So far as the Indian is concerned, he rather favors the Stone Age. This may be one reason why he tells a rousing story whose appeal is to those of high school age.

Tree in the Trail (Houghton Mifflin, \$2.50) is another of H. C. Holling's handsome picture books. The tree is a cottonwood, which began to grow on a hill in Kansas in the year 1610. Around it Mr. Holling has woven a story of Indians, Spaniards, trappers, and wagon masters who took trains of creaking Conestogas over the Santa Fe Trail. Twenty-seven short chapters effectively link anthropology with American history, while marginal drawings provide much deleted information. Though apparently addressed to children of 8 to 10, *Tree in the Trail* has substantial value for those in junior high schools.

Applied plant science offers a link between anthropology and botany. Both are admirably fused in *Fruits of the Earth*, by Jannette Lucas and Helene Carter (Lippincott, \$2). Miss Lucas traces the history, distribution, and development of three great groups of fruits with the aid of Miss Carter's drawings and picture maps. Children will enjoy their information, which sparkles with such side lights as an explanation as to why the orange symbolizes the Virgin's love for her Child.

Too often, textbooks divide earth and life sciences into neat little parcels without visible connection. This is avoided in *Mountains*, by C. L. and M. A. Fenton (Doubleday, \$2.50), which begins by telling how varied peaks and ranges are made, what sort of rocks may be found in them, how they have been changed, and what they do to climate. This leads, rather obviously, to the living things that have found homes in valleys, on peaks, and in various zones between. Most of the illustrations come from ranges in the West.

Earth's Adventures, by C. L. Fenton (John Day, \$3) gives meaning to everyday things by telling how our planet came to be what it is and how its surface is changing. Of the thirty chapters, 24 deal with such subjects as lava flows, dust storms, streams, valleys, waves that wear land away, and glaciers that once carried soil to such states as Illinois. Written for high-school readers, the book also is planned to furnish teachers with background material for earth science units in the grades.

Glaciers provided our land with good soil, and so did other geologic agents. Man has wasted his gifts so thoughtlessly that millions of acres have been ruined and other millions damaged. This story of needless destruction is told by Hugh H. Bennett and William C. Pryor, whose *Land We Defend* (Longmans, \$1.50) goes on to show what we can do about it. With a vocabulary for the junior high school, the book still is one for every person who wants this continent to avoid the fate of Mesopotamia and the more desolate parts of China. As most teachers know, the Soil Conservation Service (of which Dr. Bennett is chief) can provide plans of which the principles of soil erosion and defense form a backbone for science instruction.

(Concluded on page 20A)

Books for Science Shelves

Carroll Lane Fenton, Ph.D.

Users of these reviews may wonder why some animal stories are recommended as aids to science teaching while others are ignored. The secret lies in the relative emphasis which authors place upon *animal and story*. A book in which animals dominate is science—providing, of course, that its information is accurate. One in which the story is all-important probably is not science. It certainly is not if whimsy or fancy becomes the keynote, if the animals reason and converse, or if they are turned into heroes and villains on a purely human plan.

These distinctions are shown clearly by two books of 1942. *Dash and Dart*, by Mary and Conrad Buff (Viking, \$2) is a straightforward tale of the lives of two deer, in rhythmic sentences that can be read by many six year olds and read to tots of four. They contain a remarkable amount of information, presented with vigor, clarity, and the complete naturalism that is dramatic to young children, though it may seem flat to adults. But in *Little Lost Monkey* (Viking, \$1.50), Jo Besse Waldeck offers humor and adventure with characters that are animals merely because they fit the author's purpose and her interests. Winki, the monkey who gets away from his mother, talks, plans, and anticipates in a thoroughly human way, and so do the creatures whom he meets in a South American forest. Children will enjoy everyone, shivering at the bushmaster, perhaps, and laughing at the sleepy sloth. But if they take the book seriously, they will get some queer notions indeed about animal associations as well as animal minds.

Hippo, by Joel Stolper (Harcourt, \$1.75) brings us back to science with a thud appropriate to a forty-pound baby who some day will weigh two tons. Like Mr. Stolper's books on the leopard and giraffe, this one puts reality into some of the gaudily colored spaces on schoolroom maps of Africa. One admires the realism with which the author lets his animals do harm without becoming villains; even the savage crocodile that seizes Hippo is behaving as a crocodile should. And every child of 8 to 10 will enjoy Mr. Stolper's pictures, including a fine jacket that should be pasted into the book.

After Stolper, *The Raccoon Twins*, by Jane Tompkins (Stokes, \$1.60) is a bit of a letdown, though it really is an adequate story of an appealing American animal, for children of 6 to 8. My coolness probably is based on the fact that these 'coons talk—a device that should have been abandoned forever when Seton gave it up several decades ago.

Harold McCracken's *Last of the Sea Otters*

(Stokes, \$2) is the first book ever written about these important animals, whose pelts (far more than those of seals) led to Russian settlement of Alaska. With excellent pictures by Paul Bransom, the author tells how six sea otters live, meet natural enemies, and yield to the constant persecution of Aleut skin hunters. The author knows sea otters, their history, and their haunts. His book is both a source of information and a powerful plea for conservation, as well as a good story for children of 8 to 10 or even 12.

Humanization of animals is an error against which every nature writer must guard. Perhaps it cannot be avoided entirely, for our very words are derived from man's experiences and emotions. Yet Theodore Waldeck has gone needlessly far in *Jamba the Elephant* (Viking, \$2), the story of a young African tusker who was trained by a Negro boy who really is the book's hero. I prefer the same author's *Lions on the Hunt* (Viking, \$2), though it is crammed with violence and adventure. Can so much excitement be reconciled with the quiet dignity of lions as Akeley and the Johnsons have described them?

The *Book of Bays* (Harcourt, \$3.50) is William Beebe's latest scientific travel volume. Recounting adventures and discoveries along the Pacific Coast of Mexico and Central America, it introduces such biologic principles as variation, adaptation, survival, and geographic distribution in a style already famous for its informality. The book, like almost any other by Beebe, can be read with enjoyment as well as profit by able tenth-grade students. But don't offer it to those with limited vocabularies, or others who want their biology served in 400-word bits on the problem-and-answer formula of too many texts.

How Man Became a Giant, by M. Ilin and E. Segal (Lippincott, \$2) is a tale of man's anatomical and material progress in prehistoric times. Paul Radin, who should know, hails the book as a product of "the new civilization"; to me it is only a rather breathless presentation of facts which are not new nor even novel. There is too much material for any topic to be treated adequately, especially without illustrations that really illustrate.

More solid yet much less pretentious is *Man Is a Weaver*, by Elizabeth Baity (Viking, \$2.50). Here is the record of weaving from Stone Age to modern times; a story that links history with geography, plant resources, agriculture, and international commerce. Containing 334 pages and many pictures, the book is both adequate for its subject and one of 1942's rare bargains.

Among the weavers described by Mrs. Baity

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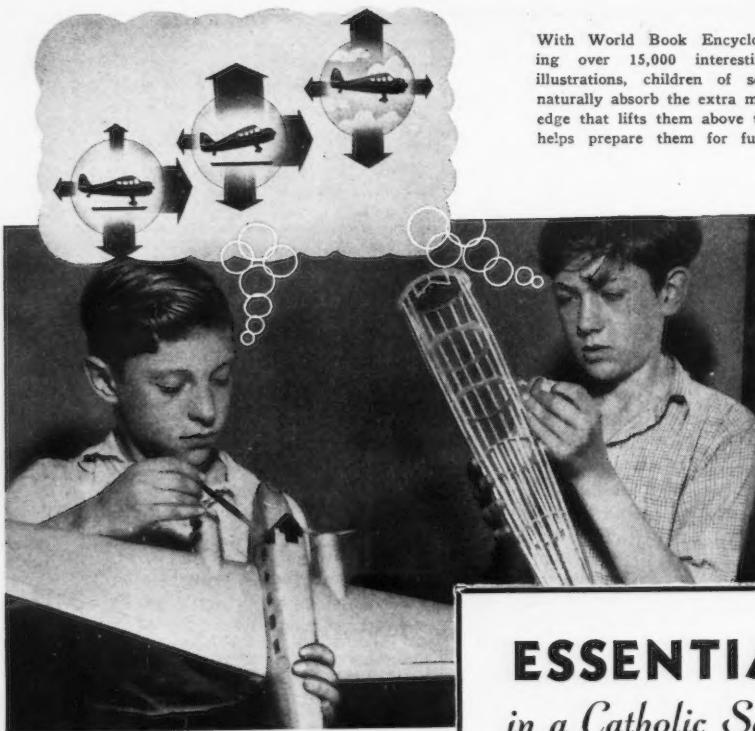
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Among the important long articles, new or entirely rewritten in the Silver Jubilee Edition of THE WORLD BOOK are: Aircraft, Aircraft Models, Colonial Life in America, First Aid, Flowers, Latin America, Lumber and Lumbering, Navy, Plastics, and Polls of Public Opinion. Twenty-eight new pages have been added to the article on World War II.

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WORLD BOOK ENCYCLOPEDIA

Catholic Education News

New Diocesan Superintendent

Rev. Gavan P. Monaghan is the new superintendent of schools of the Diocese of Oklahoma. He succeeds Rev. Victor J. Reed, of Stillwater, Okla.

Middle-Atlantic N. C. E. A.

The Middle-Atlantic Unit of the National Catholic Educational Association met in Philadelphia, December 28. Rt. Rev. Msgr. John J. Bonner, diocesan superintendent at Philadelphia, discussed "The Responsibilities of the Catholic High School in the Present Crisis." Very Rev. Edward V. Stanford, O.S.A., president of Villanova College, discussed "Current Developments in Education." Father Stanford stressed, in particular, the need for an efficient program of guidance in the high school.

With World Book Encyclopedia, containing over 15,000 interesting, instructive illustrations, children of school age just naturally absorb the extra margin of knowledge that lifts them above the average and helps prepare them for future leadership.

Victory Courses in College

At Mundelein College for Women, in Chicago, each student is asked to take one of the following victory courses in addition to her regular program: radio communication, mechanical drawing, quantitative chemistry, cost accounting, map study, air navigation, photography, introduction to personnel, nutrition, accident prevention, hygiene, personal typing, storytelling, arts and crafts.

Honors President of Philippines

At the recent midyear commencement, Providence College, conducted by the Dominican Fathers at Providence, R. I., conferred the honorary degree of doctor of laws upon Manuel L. Quezon, president of the Philippine Islands and a graduate of the Dominican College of Santo Tomas in Manila. Santo Tomas College is now used by the Japanese as a concentration camp.

Catholic Schools Gain in New Orleans

Catholic schools in the Diocese of New Orleans, this year, show a gain of 500 pupils, according to a recent statement of Most Rev. Archbishop Rummel. The public schools in this district have suffered a heavy loss.

A School Centenary

St. Vincent's Institute at Donaldsonville, La., is celebrating the centenary of its foundation. On January 1, 1843, six Sisters of Charity of St. Vincent de Paul opened the school.

Heads Academy of Science

Rev. Dr. Bernard J. Topel, head of the department of mathematics at Carroll College, Helena, Mont., has been elected head of the Montana Academy of Science.

Heads College Deans

Rev. Joseph A. Koonz, a priest of the Diocese of Albany, who is professor of religion and student counselor at Fordham University, has been elected president of the Eastern Association of College Deans and Advisers of Men.

New College Presidents

Very Rev. Robert M. Kelley, S.J., who has been president of several Jesuit colleges, has been appointed acting president of St. Louis University (St. Louis, Mo.). He succeeds Very Rev. Harry B. Crimmins, S.J., who has resigned to become chaplain to the Seventieth General Hospital Unit of the U. S. Army. This Unit is composed of faculty members of St. Louis University.

Rev. Lawrence C. Gorman, S.J., who has, since 1936, been vice-president and dean of studies at Loyola College, Baltimore, Md., has been appointed president of Georgetown University. Very Rev. Arthur A. O'Leary, S.J., who has been president of Georgetown for seven years has been assigned to parochial duties at St. Aloysius Church, Washington, D. C.

Rev. Dr. William J. Mahoney, C.M., is the new president of St. John's University, Brooklyn, N. Y. Very Rev. Edward J. Walsh, C.M., former president, has just been appointed to the newly organized Commission on Religion Organizations of the National Conference of Christians and Jews.

Polish Leader Honored

The Catholic University of America has conferred the honorary degree of doctor of laws upon General Wladyslaw Sikorski, prime minister of Poland and commander-in-chief of the Polish armies.

Charities Not to Be Taxed

Congress has passed a bill which guarantees the right of religious, charitable, and educational institutions to have their property free from taxation in the District of Columbia. This right has been threatened by a recent interpretation of local authorities.

(Concluded on page 26A)

CONSERVATION is Today's Watchword

School children, as well as their parents, are making many sacrifices today to conserve vital products and services in answer to the needs of our nation at war.

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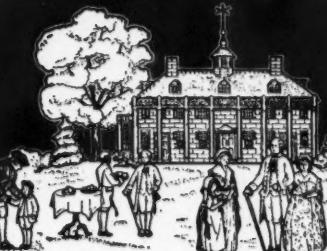
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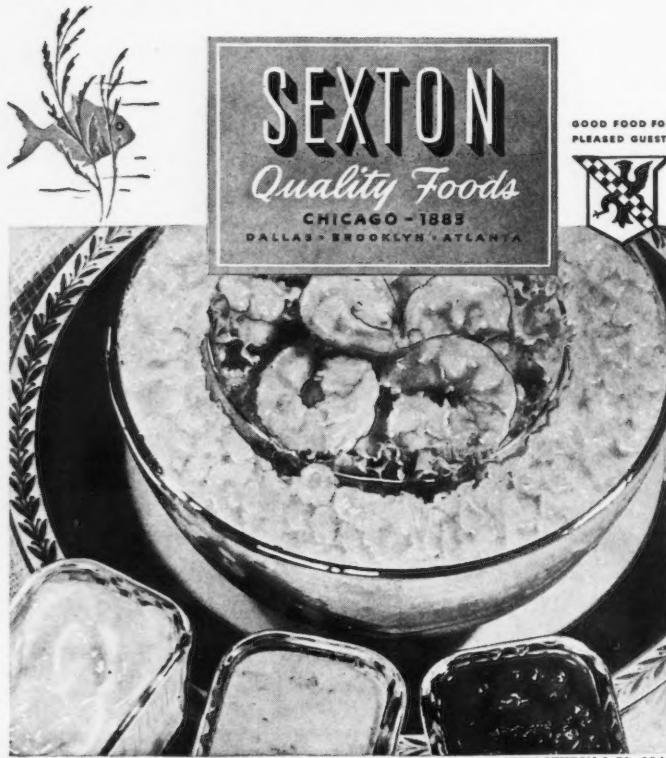
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New Books Reviewed

The New American Readers for Catholic Schools

By School Sisters of Notre Dame. Published by D. C. Heath & Co., Boston, Mass.

The recent publication of the two preprimers and the last two of the teacher's manuals completes this important series of readers for grades 1 to 6 inclusive.

There are six items below the first reader. There are 12 green and white picture cards (48 cents) to introduce the characters of the preprimers. *We Go to School* (36 cents) is the reading-readiness book. *Play* (24 cents), *More Play* (28 cents), and *Leo and Mary* (28 cents) are 3 preprimers dealing with activities of Catholic school pupils which gradually build a vocabulary of about 69 different words. *New Friends* (68 cents), the primer,

introduces new home, school, and religious activities and leads into the first reader, *Friends Here and There* (76 cents). The second reader, *Children and Their Helpers* (84 cents), begins with an airplane adventure and contains secular and religious stories of America and foreign lands. The "helpers" are the baker, the fireman, the doctor, etc., and animals. Each of readers one to four has a companion activities workbook, and there is a teacher's manual for each reader from one to six inclusive.

Shining in the Darkness — Drama of the Nativity and Resurrection

By Francis X. Talbot, S.J. Cloth, 153 pp. \$2. The America Press, New York, N. Y.

In these chaotic days the above work of Father Talbot should be advertised widely to supply peaceful escapes to the spiritual, for it takes the reader back to the time when the *Light* walked in a darkened world. The attention of Catholic

dramatic circles and clubs especially should be directed to it zealously.

The work contains 13 plays based on events as related in the words of the Evangelists. By stripping away the artificiality and sentimentality with which the divine story is often embroidered by some modern spiritual writers, the author has happily bridged the gap between then and now.

The book consists of two parts: Part I — Born in Bethlehem: A Nativity Sequence; Part II — He Is Risen: Easter Scenes.

The first part is introduced by a Prologue in which St. John, reminiscing, writes, "in the beginning was the Word, etc." The Annunciation Scene follows, after which the action shifts from Nazareth, to Bethlehem, to Egypt. We learn who and what came "Up from Nazareth," and went "Down to Bethlehem" and "Out on the Hillside." The "Interlude" depicts the episode of the three Kings. In "As other Children," the glory of Christ's divinity is almost completely hidden from the world. All through the dramatic scenes the reader is conscious of a sense of conflict between the meteoric illumination of the Divine Presence and the darkness that conceals it.

The second group deals in an unforgettable manner with the events of the first Easter day, and their aftermath, the Sunday following. Peter, John, poor unbelieving Thomas, the three Marys are realistically impersonated and the Emmaus episode is vividly enacted. In all these scenes our Lady, the valiant woman supreme, beams with heavenly joy and plays the role of directive spirit to the embryonic Church.

High school students and adults will profit greatly from the reading of these dramas, and dramatic circles and clubs will produce real Catholic Action by substituting these impressive Christ-presenting, religious dramas for worldly, often insipid plays. In these days of prayer and still more prayer for peace, here is one splendid opportunity for the stage to turn God's way its thrill-producing power. — S. M. S.

Workbooks for Faith and Freedom Series

By Sister M. Marguerite, S.N.D., M.A. Ginn & Co., Boston, Mass.

Five illustrated workbooks for preprimer to third reader. Their activities are keyed to lessons in the corresponding textbooks of the new Faith and Freedom Series, developed under the supervision of Msgr. George Johnson and the department of education of the Catholic University of America. Each lesson in the workbooks has a definite objective which is stated along with directions to the teacher.

Think-and-Do Book

By William S. Graay and Marion Monroe. Paper, 98 pp., illustrated. 36 cents. Scott, Foresman & Co., Chicago, Ill.

A comprehensive workbook to accompany *Times and Places*, the fourth book of The Basic Readers Series.

Army Office Training

By M. Allison. Paper, 102 pp. \$1. The Gregg Publishing Co., New York, N. Y.

What everybody should know about Army organization, administration, and clerical procedures. A suitable book for preinduction training for students enrolled in commercial courses.

The Pater Noster of St. Teresa

Translated and adopted by William J. Doheny, C.S.C. Cloth, 150 pp. \$1.50. The Bruce Publishing Co., Milwaukee, Wis.

A part of St. Teresa's "Way of Perfection," this book of 150 pages reveals to us in direct and forceful style the great wealth of meaning in the Our Father. Father Doheny's purpose in translating the concluding and most beautiful part of the larger work was undoubtedly to popularize this little known treasure of the incomparable Carmelite nun—a treasure which explains the profound mysteries of the Pater Noster. So far this excellent work has been known mainly to priests and Religious. In its present briefer form it is hoped it will become familiar to Catholic lay people as well.

To prepare the soul for speaking to God in

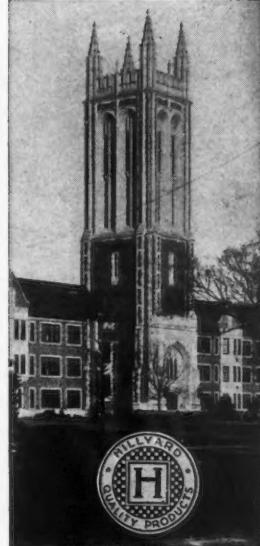
(Continued on page 19A)

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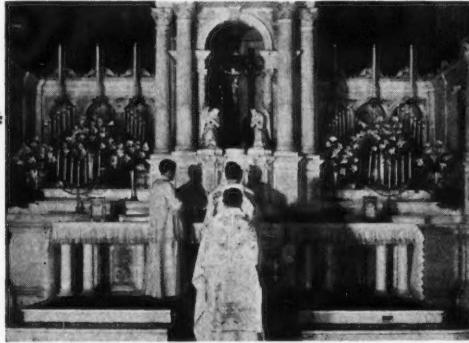
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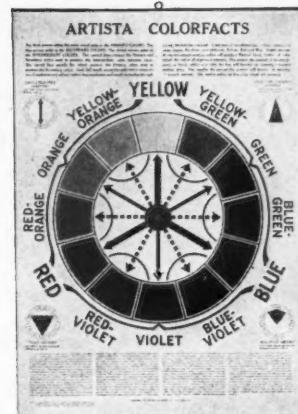
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New Books

(Continued from page 16A)

Christ's own words, the translator includes in the introduction a few points treated by the Saint elsewhere in the complete work. Then follow 16 meditations on the Pater Noster, each meditation consisting of from 4 to 19 brief paragraphs so devotionally arresting that they may well force the most distracted mind to stop, look God in the face, and listen to what He, in His goodness (because of St. Teresa) may have to say. God speed this brief but direct Teresian guide to the heart of God! — S. M. S.

Amazon Adventures of Two Children

By Rose Brown. Cloth, 223 pp. \$2.25. J. B. Lippincott Company, Philadelphia, Pa.

One of those rare travel books that does not obviously attempt to stuff young minds with a myriad of factual detail which they never will remember. Joa and Tatu, Brazilian brother and sister, travel up the Amazon, first by plane and then by boat, adventurously learning the customs, habits, and dress of their countrymen and the flora, fauna, and history of their country. Colorfully written and piquantly illustrated in black and white. — M. S. B.

Ok-Team Miracle

By Hildegard Hawthorne. Cloth, 236 pp. \$2. Longmans, Green and Co., New York, N. Y.

The miracle of this story consists in the fact that freight was carried over well-nigh impassable treks south, east, and west of and over the Santa Fe Trail between Independence, Mo., and the west coast. The vast enterprise began in 1848 and ended when the Civil War was well on. Then Majors conceived and carried out successfully another miracle of skill, courage, and endurance — the Pony Express enterprise. The railroad and the telegraph service ended both undertakings, but each furnished a thrilling chapter in American frontier history. The book is a

Hildegard Hawthorne product — hence, well written, filled with human interest, romance, and surprising adventures. Written for high school age, especially for boys dominated by the hero-worship urge. — S. M. S.

Effective Transcription Procedures

By S. J. Wanous and Irol V. Whitmore. Paper, 22 pp. South-Western Publishing Co., Cincinnati, Ohio.

A new monograph (No. 57) of five reprints from *The Balance Sheet*, covering information about transcription procedures which should be an especial help to shorthand and typewriting teachers. Single copies furnished free to teachers and school officials.

Safeguarding the Home Front

A symposium on the family. Containing addresses on family life given at the 21st National Convention of the N.C.C.W. in Florida, 1942. Paper, 86 pp. 25 cents. Published by the National Council of Catholic Women, 1312 Massachusetts Ave., N.W., Washington, D. C.

The Nazi War Against the Catholic Church

Paper, 83 pp. Published by the National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W. Washington, D. C.

The Catholic Youth Apostolate

Youth Series No. 9. Lecture notes for seminarians. Paper, 47 pp. 15 cents. Published by the Youth Department, N.C.W.C., 1312 Massachusetts Ave., N.W., Washington, D. C.

Young America's English

By Helen F. Daringer & Frances G. Sweeney. Book One, 458 pp. \$1.16. Book Two, 480 pp. \$1.20. World Book Co., Yonkers, N. Y.

These books are for the seventh and eighth grades. The plan followed is to teach oral and written English through a series of suggested activities of personal and social interest, including hobbies, recreation, clubs, travel, occupations, history, geography, arts, literature, science, etc. Informal lessons in functional grammar, composition, and speech are closely woven into the various activities.

The lessons are illustrated by original drawings, some dignified and others in a comic trend. Most of them are harmless, but several in Book Two are objectionable for different reasons. The one on page 89 suggests the immodesty of the burlesque theater, and the one on page 292 introduces monk's garb into a grotesque imaginary scene.

New Testament Readings

For Syllabus II, *The Life of Christ*, Part I. Paper, 83 pp. Published by the Confraternity of Christian Doctrine, 1312 Massachusetts Ave., N.W., Washington, D. C.

Philosophy for the Millions

By J. A. McWilliams, S.J. Cloth, x-206 pp. \$2. The Macmillan Company, New York, N. Y.

This book briefly explores the broad field of philosophy as it applies to the life problems of the individual, to the organization and improvement of social institutions, to the problems of mind and of the spiritual life. The flow and ebb of the leading schools of philosophy down to the most modern concludes the book. The present reader regrets the brevity and succinctness of the work — he would enjoy many completer discussions of present-day problems of education, politics, business, and even religion.

Military Correspondence

By George M. Cohen. Paper, 39 pp. 36 cents. The Gregg Publishing Co., New York, N. Y.

A soldier or civilian beginning secretarial work in a military office finds himself in a rather unfamiliar field. This booklet, by one who has taught military correspondence, explains briefly and clearly the many formalities of military correspondence together with the necessary abbreviations. This is an ideal textbook for high school students who are enrolled in the Victory Corps.

Basketball Library

Book I, The Science of Coaching. II, Drills and Fundamentals. III, Man-to-Man Defense and Attack. IV, Zone Defense and Attack. All by Claire Bee. Cloth, illustrated. A. S. Barnes and (Concluded on page 20A)

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New Books

(Concluded from page 19A)

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The World's Great Catholic Literature

By George N. Schuster. Cloth, 463 pp. \$3. The Macmillan Company, New York, N. Y.

This book is a collection of Catholic thought from two hundred and more writers—saints and just men, Catholics and non-Catholics, popes and Apostles. The brief selections cover the past nineteen hundred years of Catholic literature and represent varied subjects—theology, ascetics, history, fiction, sociology. Each author is identified through a brief biographical note. Since so many authors are included and the selections from these authors are so very brief, the value of this book, save as a panoramic view of Catholic literature, is doubtful. The book best serves as an introduction and incentive to a study of

our glorious Catholic literature. It is difficult to cover, usefully, nineteen hundred years and more than two hundred writers in 463 pages.—T. M. The Mechanics of Navy Correspondence

Paper, 32 pp. 36 cents. The Gregg Publishing Co., New York, N. Y.

A booklet similar to *Military Correspondence* intended for preinduction training for men or women planning to offer their services for clerical work in the Navy.

Typing for Radiomen and Telegraphers

By Harold H. Smith and Harry W. Newman. Paper, tablet form, 63 pp. 60 cents. The Gregg Publishing Co., New York, N. Y.

This is a war-emergency text for teaching radio operators and telegraphers to type their messages. The typing skill can be taught before or concurrently with instruction in receiving messages. Any typing teacher can give these lessons and the clear organization of the book will make the task comparatively easy.

Significance of Clemens Baeumker in Neo-Scholastic Philosophy

By Rev. Augustine A. Bogdanski, P.S.M. Cloth, x-295 pp. Marquette University Press, Milwaukee, Wis.

This doctoral dissertation provides for American scholars an insight into the work and philosophy of a leading German neo-scholastic of the recent past. The virility of scholastic thought and its value for the present-day world are made evident in the study which reviews scholastic principles in the light of Baeumker's writings and of contemporary German speculative thought.

The Catholic Writer Yearbook—1943

Ed. by Edvardo Marolla. \$1. The Marolla Press, Pence, Wis.

A list of Catholic magazines which offer a prospective market to writers.

Books for Science Shelves

(Concluded from page 68)

Land is closely linked with weather, which forms the subject of *Elementary Meteorology*, by Vernon Finch and three other authors (McGraw-Hill, \$1.76). Though this is a textbook keyed to training for aviation, it deals with such universals as atmospheric composition, storms, moisture and precipitation, and climates. Some knowledge of these is essential to intelligent life, and we may be glad that war needs have rescued the science of weather from a long period of neglect. *Elementary Meteorology* should be in every high school library.

Less serious in style, yet of real value, are *Submarines* and *Parachutes*, two books by Herbert Zim (Harcourt, \$3 and \$2.50). I like *Submarines* the better, for its subject allows Mr. Zim to combine an account of underwater fighting ships with admirable discussions of the oceans and of physical principles involved in submarine navigation. Yet teachers of physics will welcome two chapters on falling bodies and air resistance in *Parachutes*. Both volumes come close to being "musts" for the eighth and ninth grades.

A Boy and a Battery, by Raymond Yates (Harpers, \$1.50) makes its strongest appeal to members of junior high school science clubs, and to boys who make things at home. Describing the relationship between electricity and magnetism, it goes on to tell how batteries, motors, and other apparatus may be made from simple materials.

Also for the high school is *Getting Acquainted with Chemistry*, by Alfred Morgan (Appleton-Century, \$2.50), who is the most successful of juvenile writers on an ever popular science. This year Dr. Morgan forsakes mere experiment to explain chemistry in terms of coal, water, refrigerators, plastics, and other familiar substances. A chapter on metals is specially appropriate to the times, and so is emphasis on synthetic materials and chemistry on the farm. The book effectively links classroom principles with everyday life and work.

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American Seating Company, Grand Rapids, Mich.

For brief reference use CSJ—210.

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DeVry, one of the largest producers of educational 16mm. films, has expanded its film rental service to include 16mm. recreational films.

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For catalog write De Vry Films and Laboratories, 1111 Armitage Avenue, Chicago, Ill.

For brief reference use CSJ—214.

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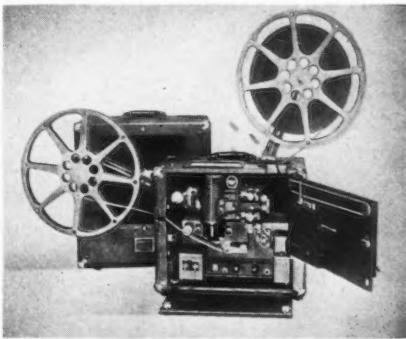
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of welded sheet steel has been substituted for the casting formerly employed. Die castings, formerly of aluminum, are now zinc. A carrying case of waterproofed fir provides extra strength for the additional weight of substitute materials. A positive latch on the case door prevents accidental opening.

Bell and Howell Company, Chicago, Ill.
For brief reference use CSJ—211.

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(Concluded on page 24A)

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(Concluded from page 23A)



opening, and closing is quiet and simple. The chair folds and stacks to one-frame leg thickness. "Victory" No. 55 is an important addition to the line of

Norcor Manufacturing Co., Green Bay, Wis.
For brief reference use CSJ-213.

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Howe Folding Furniture, Inc., New York, N. Y.
For brief reference use CSJ-1218.

Catalog of War Films

Any school which owns a projector can contribute substantially to the cause of the nation as well as to the cause of education by showing some of the war-information films produced by the various Government bureaus. A 20-page catalog of such films, complete to November, 1942, may be obtained from The Office of War Information, Bureau of Motion Pictures, Washington, D. C.

Physical Science

By Charles H. Nettels, Paul F. Devine, Walter L. Nourse, and M. E. Herriott. Cloth, 464 pp. \$2.24. D. C. Heath & Co., Boston, Mass.

This general course includes the material usually taught in the fields of chemistry, physics, astronomy, geology, etc. The approach is entirely practical. Special chapters are devoted to communication, transportation, manufacturing materials and processes, and the history of science.

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BOOK SUBJECT AND PRODUCTS CHECK LIST

(A) Elementary

1. Arithmetic
2. Art
3. Civics
4. General Science
5. Geography
6. History
7. Language
8. Maps, Globes and Charts
9. Music
10. Penmanship
11. Physiology
12. Readers
13. Religion
14. Spelling
15. Supplementary Texts
16. Teaching Aids and Devices

(B) High Schools

1. Algebra
2. Art
3. Biology
4. Chemistry
5. Civics
6. Commercial
 - (a) Accounting
 - (b) Bookkeeping
 - (c) Business English
 - (d) Stenography
7. Economics
8. English Composition

9. History

10. Home Economics

(a) Cooking

(b) Sewing

(c) Home Nursing and

Housekeeping

11. Industrial Arts

(a) Mechanical Drawing

(b) Woodworking

(c) Printing

(d) Metalworking

(e) General Shop

12. Languages

(a) Latin

(b) Greek

(c) German

(d) French

(e) Spanish

13. Literature

14. Maps, Globes and Charts

15. Music

16. Physical Education

17. Physics

18. Sociology

19. Supplementary Texts

20. Teaching Aids and

Devices

(C) Colleges and

Universities

1. Architecture

2. Art

3. Biology

4. Business Administration

5. Chemistry

6. Economics

7. Education

8. Engineering

9. English

10. Geography

11. History

12. Languages

(a) Latin

(b) Greek

(c) German

(d) French

(e) Spanish

13. Law

14. Maps, Globes and Charts

15. Mathematics

16. Medicine

17. Music

18. Nursing Education

19. Physics

20. Religion

21. Sociology

(D) Reference Books

1. Atlases

2. Dictionaries

3. Encyclopedias

4. Teachers' Professional Books

5. Teachers' Manuals

1. "INFORMATION PLEASE" ON BOOKS

CATHOLIC SCHOOL JOURNAL

Milwaukee, Wis.

(2-43)

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Catholic Education News

(Concluded from page 14A)

A Victory Corps Seminar

Marquette University, Milwaukee, Wis., and the department of education of the Archdiocese of Milwaukee are cooperating in a seminar on high school Victory Corps work. This arrangement enables principals, guidance counselors, and others to take part in an educational clearing-house in this subject and also to obtain university credit for the course.

Downey Award to Covelle Newcomb

The first Downey Award, that for 1941, has been given to Covelle Newcomb, for her book *The Red Hat*, a biography of Cardinal Newman and for young readers, published by Longmans, Green & Co.

The Downey Award was established by the Pro Parvul Book Club in honor of its founder, the late Father Francis X. Downey, S.J.

Covelle Newcomb, Mrs. Addison Burbank, was educated at Incarnate Word Academy and College, San Antonio, Tex., and Columbia University, New York City. She is a Catholic, being a convert from Anglicanism.

Physical Fitness Program

Rev. Bernard R. Crowley, supervisor of athletics for the Archdiocese of Detroit, arranged, in cooperation with public school authorities, a physical-fitness demonstration for Catholic high schools to be held in mid-January.

COMING CONVENTIONS

- March 18-19. South Carolina Education Association, at Columbia. J. P. Coates, 1510 Gervais St., Columbia, secretary.
- March 22-26. North Central Association of Colleges and Secondary Schools, at Chicago, Ill. G. W. Rosenlof, University of Nebraska, Lincoln, Neb., secretary.
- March 24-26. Alabama Education Association, at Birmingham. Frank L. Grove, 21 Adams Ave., Montgomery, secretary.
- April 27-29. National Catholic Educational Association, at Buffalo, N. Y. Rt. Rev. Msgr. George Johnson, 1312 Massachusetts Ave., N.W., Washington, D. C., secretary general.

New Books

(Concluded from page 20A)

Principles of Education According to Bishop Dupanloup
By Sister Mary Albert Lenaway, O.P. Paper, xi-169 pp. Catholic University of America Press, Washington, D. C.

This doctoral dissertation examines the educational theory and the practical instructional procedures found in the writings and exemplified in the educational labors of Felix Dupanloup (1802-1878), Bishop of Orleans.

Administrative Adjustments Required by Socio-Economic Change

Edited by William C. Reavis. Paper, 235 pp., \$2. The University of Chicago Press, Chicago, Ill.

This is a reproduction of the proceedings of the summer conference of administrative officers of public and private schools, held in the school of education of the University of Chicago. Both issues and problems are discussed mainly from the public school standpoint. A selected bibliography is included.

Fit Your Life Work Into the Divine Scheme

This is a reprint of the commencement address delivered by Sir John Craig at Marymount College, Salina, Kans., June 2, 1941.

Commission on American Citizenship

This is the second annual report of the Commission, being particularly a report of the president, Most Rev. Joseph Corrigan; and the director, Robert H. Connery, Ph.D. The Catholic University of America Press, Washington, D. C.

Bibliography of Economic and Social Study Material

This is a 33-page catalog of literature and audio and visual aids which teachers and others concerned with organized discussion of economic and social topics may obtain from the National Association of Manufacturers, 14 W. 49th St., New York, N. Y. The "Bibliography" is published semiannually. The September, 1941, issue is the one referred to here.

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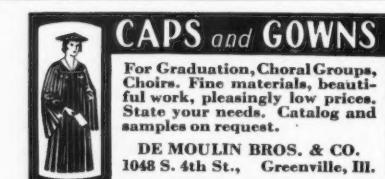


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BOOK SUBJECT AND PRODUCTS CHECK LIST (Continued)

(E) EQUIPMENT AND MATERIALS

1. Administration Equipment
 - a. State kind of service or equipment
2. Art Rooms
 - a. Cabinets
 - b. Drawing Tables
 - c. Easels
 - d. Stools
 - e. Supplies and Materials
3. Auditoriums —
 - Study Hall
 - a. Auditorium Seating
 - b. Stage Equipment
 - c. Chairs, Portable
 - d. Chairs, Metal Folding
 - e. Chairs, Wood Folding
 - f. Tables
4. Cafeteria
 - a. Furniture
 - b. Cabinets

5. Classrooms

- a. Blackboards
- b. Bulletin Boards
- c. Desks, Pupils
- d. Desks, Teachers
- e. Chairs, Pupils, Movable
- f. Chairs, Teachers
- g. Chairs, Tablet Arm

6. Construction Material

- a. Acoustical Materials
- b. Flooring
- c. Guards, Window
- d. Heating Systems
- e. Plumbing Systems
- f. Screens
- g. Waterproofing

7. Electrical Equipment

- a. Cleaners, Vacuum
- b. Fire Alarms
- c. Program Clocks

e. Food Service Equipment

- d. Refrigeration

d. Lighting Systems

- e. Intercommunicating System
- f. Radio

g. Public Address Systems

8. General Equipment

- a. Chairs, Office
- b. Desks, Office
- c. Duplicators
- d. Storage Cabinets

9. Home Economics

- a. Chairs
- b. Machines, Sewing
- c. Storage Cabinets
- d. Supplies
- e. Stools
- f. Tables, Sewing
- g. Tables, Utility

10. Industrial Arts and Vocational Education

- a. Manual Training Equipment
- b. Tools, Hand
- c. Tools, Machine

d. Supplies (State kind)

11. Kindergarten
 - a. Tables
 - b. Chairs
 - c. Supplies (State kind)
 - d. Tables, Sand

12. Laboratories

- a. Apparatus
- b. Desk—Instructor's
- c. Stools
- d. Storage Cabinets
- e. Tables, Chemistry
- f. Tables, Physics

13. Library

- a. Bookbinding and Repair Materials
- b. Desks
- c. Tables, Library
- d. Shelving
- e. Supplies (State kind)

14. Sanitary Installation

- a. Dispensers, Soap
- b. Dispensers, Towel
- c. Dryers, Electric Air

(F) SUPPLIES

1. Building

- Maintenance
 - a. Floor Maintenance
 - b. Blackboard Renovation
 - c. Floor Covering
 - d. Paints and Varnishes
 - e. Stair Treads

2. Cleaning Materials

- a. Cleaning Powders
- b. Detergents
- c. Janitors Supplies
 - Scrubbing Machines
 - Sanitary Supplies

3. Educational Supplies

- a. Duplicators
- b. Paste
- c. Papers, Penmanship
- d. Papers, Construction
- e. Pencils
- f. Pens
- g. Scissors
- h. Rulers
- i. Protractors

THE BUYING DIRECTORY — INDEX TO ADVERTISEMENTS

Insert the code numbers on the Index to Advertisements preceding the firm name, in designating concerns from whom you wish to receive information, catalogs, or quotations. The location of the advertising of these firms is indicated by the page number following the firm name.

Code No.	Firm	Adv. on Page No.	Code No.	Firm	Adv. on Page No.
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51	American Crayon Company	24A	82	Hillyard Chemical Company	17A
52	Ave Maria Press	8A & 9A	83	Houghton Mifflin Company	10A
53	Banner Play Bureau, Inc.	26A	84	Hunt Pen Co., C. Howard	21A
54	Binders Board Manufacturers	15A	85	Laidlaw Brothers	4A
55	Binney & Smith Co.	19A	86	Lippincott Company, J. B.	7A
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58	Bruce Publishing Company	3rd cover	89	Macmillan Co., The	5A
59	Bruck's Uniform Company	17A	90	Merriam Company, G. & C.	4A
60	Catechetical Guild	26A	91	Metal Arts Company	26A
61	Catholic Book & Supply Co.	26A	92	Mitchell Manufacturing Co.	22A
62	Churchill-Grindell Company	23A	93	National Bookbinding Co.	24A
63	Comet Model Airplane & Supply Co.	26A	94	National Sports Equipment Co.	23A
64	Dazian, Inc.	24A	95	Pflaum Company, George A.	4th cover
65	DeMoulin Bros. & Co.	26A	96	Quarrie Corporation, The	14A
66	De Paul University	22A	97	Queen's Work	2nd cover
67	Dick Company, A. B.	12A	98	Remington Rand, Inc.	16A
68	Ditto, Inc.	2A & 3A	99	Romig & Co., Walter	28A
69	Erpi Classroom Films	22A	100	St. Anthony's Guild	22A
70	Esterbrook Steel Pen Mfg. Co.	15A	101	Scott, Foresman & Co., Inc.	7A
71	Films, Incorporated	4A	102	Sexton & Company, Inc., John	20A
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			112	Wilson Company, The H. W.	6A
			113	World Book Company	10A

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CATHOLIC SCHOOL JOURNAL

Milwaukee, Wis.

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Kieffer, F. J., S.M. Translated by Brother Gustavus, S.M. The child and you. 1941. 160p. \$2.00.

Discusses the conditions and attitudes necessary in both the child and his educators, parents and teachers, for securing fruitful obedience. Sensible and practical.

1367 Philosophy

McCarthy, Raphael C., S.J., Ph.D. Safeguarding mental health. 1937. 312p. \$2.50.

Psychologically sound hints for happiness and emotional balance even in a wartime world.

131.3 Philosophy

SOCIOLOGY

Husslein, Joseph, S.J. Editor. Social wellsprings. Volume I, fourteen epochal documents by Pope Leo XIII. 1940. 298p. \$3.00. Volume II, eighteen encyclicals of social reconstruction by Pope Pius XI. 1942. 448p. \$4.00. Combination price, both volumes, \$6.50.

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